

**8th Grade Reading Curriculum Guide  
Lunenburg County Public Schools  
June 2014**

**Marking Period: 1st six weeks**

**Days: 30**

**Reporting Category/Strand: Use word analysis strategies and word reference materials/Reading**

<b>SOL 8.4</b>	<b>The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> <li>● use word structure to analyze and relate words.</li> <li>● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>● determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings</li> </ul> <p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p> <ul style="list-style-type: none"> <li>● use common roots to determine the meaning of unfamiliar words and make connections with word families.</li> <li>● recognizing that some words have technical meanings based on context such as stern.</li> <li>● use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● use both context and reference skills independently to determine the nuances and connotations of words</li> </ul>
<b>Essential Questions</b>	<p>Where do words or phrases come from?          How do word parts help us understand meaning?          How does context help us understand word meaning?          Why do we use the dictionary and thesaurus as resources?          Why is vocabulary development important?          Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?          How does the depth of a student’s vocabulary contribute to the student’s ability to read, write, listen, and speak more effectively?</p>
<b>Primary Resources</b>	<p><u>Language and Literacy Workbook</u>          “Red Hot Root Words”          Teacher made notes          Vocabulary Resource “Word Wisdom”  <a href="#">Vocabulary Games</a>  <a href="#">Vocabulary Activity</a></p>
<b>Essential Vocabulary</b>	<b>Figurative</b> -not literal

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	<b>Connotative</b> -idea, feeling, or impression
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**Marking Period: 1st six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of fictional texts/Reading**

<b>SOL 8.5</b>	<b>The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● understand characterization as the way that an author presents a character and reveals character traits.</li> <li>● analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>● analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● 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.</li> <li>● identify author’s voice.</li> <li>● make inferences, draw conclusions, and point to an author’s implications in the text.</li> <li>● understand and use the reading process to facilitate comprehension.</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● analyze an author’s use of literary devices, including: foreshadowing – the giving of clues to hint at coming events in a story; irony – the implication, through plot or character, that the actual situation is quite different from that presented; flashback – a return to an earlier time in the course of a narrative to introduce prior information; and symbolism – the use of concrete and recognizable things to represent ideas.</li> <li>● evaluate an author’s choice of words and images.</li> <li>● determine a theme of a text and analyze its development over the course of the text.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● use graphic organizers to analyze and summarize text.</li> </ul>
<b>Essential Questions</b>	<p>How does what you know help you understand text? Which connections help most to increase understanding of a text?</p>

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<b>Primary Resources</b>	<p>Novel <u><a href="#">The Watsons Go to Birmingham-1963</a></u>  <u><a href="#">Literature: Language and Literacy</a></u>  <u><a href="#">Language and Literacy Workbook</a></u>  <u><a href="#">Reading</a></u>  <u><a href="#">Story Cube</a></u></p>
<b>Essential Vocabulary</b>	<p><b>characterization</b>-traits of characters  <b>voice</b>- author's attitude  <b>foreshadowing</b> – the giving of clues to hint at coming events in a story;  <b>irony</b> – the implication, through plot or character, that the actual situation is quite different from that presented;  <b>flashback</b> – a return to an earlier time in the course of a narrative to introduce prior information; and  <b>symbolism</b> – the use of concrete and recognizable things to represent ideas.</p>

**Marking Period: 1st six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of nonfiction texts/Reading**

<b>SOL 8.6</b>	<b>The student will read, comprehend, and analyze a variety of nonfiction texts.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> <li>● All students should activate prior knowledge before reading.</li> <li>● make predictions prior to and during the reading process.</li> <li>● understand that the writer implies and the reader infers.</li> </ul> <p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p> <ul style="list-style-type: none"> <li>● To be successful with this standard, students are expected to activate prior knowledge before reading by use of: small-group or whole-class discussion;</li> <li>● anticipation guides; and preview of key vocabulary.</li> <li>● read and follow directions.</li> </ul>
<b>Essential Questions</b>	<p>How does what we think about help us comprehend?          How does what you know help you understand text?          How does thinking about the author's purpose and message deepen understanding?          Which connections help most to increase understanding of a text?</p>

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	How do readers recognize a nonfiction piece versus a fiction piece? Why is it important to differentiate between fiction and nonfiction? How do readers approach different types of text?
<b>Primary Resources</b>	<a href="#">Nonfiction articles</a> "Word Wisdom" <u>Literature: Language and Literacy</u> <u>Language and Literacy Workbook</u> Virginia State Maps
<b>Essential Vocabulary</b>	<b>prior knowledge</b> -what you already know <b>predictions</b> - an educated guess

**Marking Period: 2nd six weeks**

**Days: 30**

**Reporting Category/Strand: Reading**

<b>SOL 8.2</b>	<b>The student will develop and deliver oral presentations in groups and individually.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> <li>● rehearse presentations.</li> <li>● interact with poise with an audience.</li> <li>● evaluate presentations.</li> <li>● use grammatically correct language.</li> </ul> <p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p> <ul style="list-style-type: none"> <li>● articulate the purpose of the presentation.</li> <li>● select and narrow the topic with attention to time limits and audience.</li> <li>● prepare the presentation, using strategies including, but not limited to: note cards; outlines; formal written report; and questions and answers.</li> <li>● select and use appropriate vocabulary for audience and purpose.</li> <li>● answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.</li> <li>● work effectively with diverse groups.</li> <li>● exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.</li> </ul>
<b>Essential Questions</b>	What is the purpose of communication? Why do we ask questions?

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	How does the audience influence the format of your writing? In what ways are ideas communicated orally?
<b>Primary Resources</b>	newsela.com Novels Biographies
<b>Essential Vocabulary</b>	<b>Interact</b> -communicate and connect <b>Evaluate</b> -assess and estimate <b>Presentations</b> -giving information to others

**Marking Period: 2nd six weeks**

**Days: 30**

**Reporting Category/Strand: Use word analysis strategies and word reference materials/Reading**

<b>SOL 8.4</b>	<b>The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● use word structure to analyze and relate words.</li> <li>● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>● determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</li> <li>● recognize that figurative language and analogies enrich text</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology).</li> <li>● distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern.</li> <li>● understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> <li>- simile – figure of speech that uses the words like or as to make comparisons;</li> <li>- metaphor – figure of speech that implies comparisons;</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>- personification – figure of speech that applies human characteristics to nonhuman objects;</li> <li>- hyperbole – intentionally exaggerated figure of speech; and</li> <li>- symbol – word or object that represents something else. For example, a dove stands for peace.</li> <li>● consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>● recognize that synonyms may have connotations, e.g., elderly and mature; youthful and juvenile and describe the impact on text.</li> <li>● use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● use both context and reference skills independently to determine the nuances and connotations of words</li> </ul>
<b>Essential Questions</b>	<p>Where do words or phrases come from?          How do word parts help us understand meaning?          How does context help us understand word meaning?          Why do we use the dictionary and thesaurus as resources?          Why is vocabulary development important?          Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?          How does the depth of a student’s vocabulary contribute to the student’s ability to read, write, listen, and speak more effectively?</p>
<b>Primary Resources</b>	<p>Vocabulary Resource “Word Wisdom”  <a href="#">Vocabulary Games</a>  <a href="#">Vocabulary Activity</a>  <a href="#">Figurative Language Webquest</a></p>
<b>Essential Vocabulary</b>	<p><b>root words</b>-base of a word  <b>connotation</b>-associations with words  <b>denotations</b>-definitions of words  <b>figurative language</b>-the non literal meaning of a word.</p>

**Marking Period: 2nd six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of fictional texts/Reading**

<b>SOL 8.5</b>	<b>The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</b>
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<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"><li>● understand characterization as the way that an author presents a character and reveals character traits.</li><li>● analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li><li>● analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li><li>● 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.</li><li>● identify author's voice.</li><li>● make inferences, draw conclusions, and point to an author's implications in the text.</li><li>● understand the relationship between causes and effects.</li><li>● understand that a cause may have multiple effects.</li><li>● understand that an effect may have multiple causes.</li><li>● understand and use the reading process to facilitate comprehension.</li><li>● read several texts on a similar topic and synthesize what is read.</li><li>● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li></ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"><li>● identify the elements of narrative structure, including: setting – time and place</li><li>● character(s), either:<ul style="list-style-type: none"><li>- static – remaining the same during the course of the story, or</li><li>- dynamic – changing during the course of and as a result of the story</li></ul></li><li>● external conflicts, such as:<ul style="list-style-type: none"><li>- individual vs. individual</li><li>- individual vs. nature</li><li>- individual vs. society</li><li>- individual vs. supernatural</li><li>- individual vs. technology</li></ul></li><li>● internal conflict – individual vs. self</li><li>● plot<ul style="list-style-type: none"><li>- initiating event</li><li>- rising action</li><li>- climax</li><li>- falling action</li><li>- resolution</li></ul></li><li>● theme</li></ul>
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	<ul style="list-style-type: none"> <li>● recognize different plot patterns including subplots.</li> <li>● differentiate among points of view in stories, including:             <ul style="list-style-type: none"> <li>- first person;</li> <li>- third person limited to a character or narrator; and</li> <li>- third person omniscient.</li> </ul> </li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● analyze an author’s use of literary devices, including:             <ul style="list-style-type: none"> <li>- foreshadowing – the giving of clues to hint at coming events in a story;</li> <li>- irony – the implication, through plot or character, that the actual situation is quite different from that presented</li> <li>- flashback – a return to an earlier time in the course of a narrative to introduce prior information; and</li> <li>- symbolism – the use of concrete and recognizable things to represent ideas.</li> </ul> </li> <li>● determine a theme of a text and analyze its development over the course of the text.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● use graphic organizers to analyze and summarize text.</li> <li>● recognize an author’s use of connotations and persuasive language to convey a viewpoint.</li> </ul>
<p><b>Essential Questions</b></p>	<p>What do readers look for to help them read?            What do we think about when we read?            How does what we think about help us comprehend?            How does what you know help you understand text?            Which connections help most to increase understanding of a text?            How does literature reflect the time period in which it is written?            How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text?            How do you classify a piece of literature as a certain genre?            Why is theme important?            Is the theme of a story always interpreted in the same way?            How does a reader identify the theme in a piece of writing?            How do readers recognize a nonfiction piece versus a fiction piece?            Why is it important to differentiate between fiction and nonfiction?</p>
<p><b>Primary Resources</b></p>	<p>Novel <a href="#">Hatchet</a>  <a href="#">Literature: Language and Literacy</a>  <a href="#">Language and Literacy Workbook</a>            Teacher Notes  <a href="#">Reading</a>  <a href="#">Story Cube</a></p>



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	<a href="#">Book jacket book report</a> <a href="#">Reading Concepts</a>
<b>Essential Vocabulary</b>	<p><b>setting</b> – time and place  <b>static character</b> – remaining the same during the course of the story  <b>dynamic character</b> – changing during the course of and as a result of the story  <b>external conflicts</b>-problem from the outside  <b>internal conflict</b>- problem inside yourself  <b>points of view</b>- vantage point from which the story is told  <b>first person</b> - the character is a participant in the story  <b>third person limited</b>-the character is not a participant and we are limited to one person’s thoughts  <b>third person omniscient</b>-we know everything about all the characters</p>

**Marking Period: 2nd six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of nonfiction texts/Reading**

<b>SOL 8.6</b>	The student will read, comprehend, and analyze a variety of nonfiction texts.
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading.</li> <li>● make predictions prior to and during the reading process.</li> <li>● recognize an author’s viewpoint and use of persuasive language.</li> <li>● read and analyze writing critically.</li> <li>● read several texts on a similar topic and synthesize what is read.</li> <li>● evaluate an author’s choice of words and images.</li> <li>● recognize an author’s use of connotations, and persuasive language to convey viewpoint.</li> <li>● understand that the writer implies and the reader infers</li> </ul>

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	<p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading by use of:</li> <li>● small-group or whole-class discussion; anticipation guides; and preview of key vocabulary.</li> <li>● recognize an author’s use of connotations and persuasive language, to convey a viewpoint.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze and record information, using text structures (organizational patterns), including: <ul style="list-style-type: none"> <li>- cause and effect;</li> <li>- comparison/contrast;</li> <li>- enumeration or listing;</li> <li>- sequential or chronological;</li> <li>- concept/definition;</li> <li>- generalization; and process.</li> </ul> </li> <li>● analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>● use strategies for summarizing, such as the following: delete trivia and redundancy; substitute a general term for a list; and find or create a main idea statement.</li> <li>● read and follow directions.</li> <li>● use text structures such as the following to enhance comprehension and note taking: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations.</li> <li>● use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How does what we think about help us comprehend?  How does what you know help you understand text?  How do text features and characteristics of informational and literary text influence reader interpretation?  How does the form chosen by an author accomplish his/her purpose?  How do readers recognize a nonfiction piece versus a fiction piece?  Why is it important to differentiate between fiction and nonfiction?  How do readers approach different types of text?</p>
<p><b>Primary Resources</b></p>	<p><a href="#">Nonfiction articles</a>  “Word Wisdom”  newsela.com  <a href="#">Literature: Language and Literacy</a>  <a href="#">Language and Literacy Workbook</a>  Virginia State maps  Travel Brochures</p>

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<b>Essential Vocabulary</b>	<b>text structures</b> -organizational patterns
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**Marking Period: 3rd six weeks**

**Days: 30**

**Reporting Category/Strand: Reading**

<b>SOL 8.2</b>	<b>The student will develop and deliver oral presentations in groups and individually.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> <li>● rehearse presentations.</li> <li>● interact with poise with an audience.</li> <li>● evaluate presentations.</li> <li>● use grammatically correct language.</li> </ul> <p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p> <ul style="list-style-type: none"> <li>● articulate the purpose of the presentation.</li> <li>● select and narrow the topic with attention to time limits and audience.</li> <li>● prepare the presentation, using strategies including, but not limited to: note cards; outlines; formal written report; and questions and answers.</li> <li>● select and use appropriate vocabulary for audience and purpose.</li> <li>● answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.</li> <li>● work effectively with diverse groups.</li> <li>● exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.</li> </ul>
<b>Essential Questions</b>	<p>What is the purpose of communication?          Why do we ask questions?          How does the audience influence the format of your writing?          In what ways are ideas communicated orally?</p>
<b>Primary Resources</b>	<p>Novels          Biographies</p>
<b>Essential Vocabulary</b>	<b>poise</b> -control

**Marking Period: 3rd six weeks**

**Days: 30**

**Reporting Category/Strand: Use word analysis strategies and word reference materials/Reading**

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<p><b>SOL 8.4</b></p>	<p><b>The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● use word structure to analyze and relate words.</li> <li>● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>● determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</li> <li>● analyze the impact of specific word choices on meaning and tone, including analogies to other texts.</li> <li>● recognize that figurative language and analogies enrich text</li> <li>●</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology).</li> <li>● recognize the relationships among words related by structure and derivation, such as polygraph and graffiti.</li> <li>● distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern.</li> <li>● understand, evaluate, and use figurative language, including: <ul style="list-style-type: none"> <li>- simile – figure of speech that uses the words like or as to make comparisons;</li> <li>- metaphor – figure of speech that implies comparisons;</li> <li>- personification – figure of speech that applies human characteristics to nonhuman objects;</li> <li>- hyperbole – intentionally exaggerated figure of speech; and</li> <li>- symbol – word or object that represents something else. For example, a dove stands for peace.</li> </ul> </li> <li>● analyze relationships common to analogy construction, including: <ul style="list-style-type: none"> <li>- type or example – cinnamon: spice;</li> <li>- characteristics – glass: breakable;</li> <li>- association – bow: arrow;</li> <li>- operator – car: driver;</li> <li>- degree – pleased: ecstatic;</li> <li>- mathematical – three: six;</li> <li>- number – louse: lice;</li> <li>- synonyms and antonyms – hot: cold;</li> <li>- purpose – chair: sit;</li> <li>- cause/effect – sun: burn;</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>- sequence – day: week;</li> <li>- characteristic – snow: cold;</li> <li>- product – tree: lumber; and</li> <li>- degree – warm: hot.</li> <li>● consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>● recognize that synonyms may have connotations, e.g., elderly and mature; youthful and juvenile and describe the impact on text.</li> <li>● use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● use both context and reference skills independently to determine the nuances and connotations of words.</li> </ul>
<b>Essential Questions</b>	<p>Where do words or phrases come from?          How do word parts help us understand meaning?          How does context help us understand word meaning?          Why do we use the dictionary and thesaurus as resources?          Why is vocabulary development important?          Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?          How does the depth of a student’s vocabulary contribute to the student’s ability to read, write, listen, and speak more effectively?</p>
<b>Primary Resources</b>	<p>Vocabulary Resource “Word Wisdom”  <a href="#">Language and Literacy Workbook</a>  <a href="#">Vocabulary Games</a>  <a href="#">Vocabulary Activity</a></p>
<b>Essential Vocabulary</b>	<p><b>structure</b>-the way something is made  <b>derivation</b>- a different form of something  <b>analogy</b>-a comparison between two things using relationships</p>

**Marking Period: 3rd six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of fictional texts/Reading**

<b>SOL 8.5</b>	<b>The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</b>
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<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"><li>● understand that an author’s voice and tone stem from the stylized use of literary devices.</li><li>● compare and contrast the characteristics of literary forms, including: novel; short story; biography; essay; speech; poetry; and memoir.</li><li>● understand characterization as the way that an author presents a character and reveals character traits.</li><li>● analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li><li>● analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li><li>● 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.</li><li>● understand that poetic devices are used in prose and poetry.</li><li>● identify author’s voice.</li><li>● make inferences, draw conclusions, and point to an author’s implications in the text.</li><li>● understand the relationship between causes and effects.</li><li>● understand that a cause may have multiple effects.</li><li>● understand that an effect may have multiple causes.</li><li>● understand and use the reading process to facilitate comprehension.</li><li>● read several texts on a similar topic and synthesize what is read.</li><li>● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li></ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"><li>● identify the elements of narrative structure, including: setting – time and place</li><li>● character(s), either:<ul style="list-style-type: none"><li>- static – remaining the same during the course of the story, or</li><li>- dynamic – changing during the course of and as a result of the story</li></ul></li><li>● external conflicts, such as:<ul style="list-style-type: none"><li>- individual vs. individual</li><li>- individual vs. nature</li><li>- individual vs. society</li><li>- individual vs. supernatural</li><li>- individual vs. technology</li></ul></li><li>● internal conflict – individual vs. self</li><li>● plot<ul style="list-style-type: none"><li>- initiating event</li></ul></li></ul>
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- rising action
- climax
- falling action
- resolution

- theme
- recognize different plot patterns including subplots.
- understand and analyze elements of an author's style, including: dialogue; sentence structure; language patterns; tone, including
  - serious
  - solemn
  - sarcastic
  - objective
  - enthusiastic
  - humorous
  - hostile
  - disapproving
  - personal
  - impersonal voice.
- differentiate among points of view in stories, including:
  - first person;
  - third person limited to a character or narrator; and
  - third person omniscient.
- analyze how differences in points of view can create such effects as suspense or humor.
- analyze an author's use of literary devices, including:
  - foreshadowing – the giving of clues to hint at coming events in a story;
  - irony – the implication, through plot or character, that the actual situation is quite different from that presented;
  - flashback – a return to an earlier time in the course of a narrative to introduce prior information; and
  - symbolism – the use of concrete and recognizable things to represent ideas.
- analyze poetic devices in prose and poetry, including: word choice; figurative language; symbolism; imagery; rhyme; rhythm; repetition; and sound elements.
- evaluate an author's choice of words and images.
- identify poetic forms, including:
  - haiku – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;
  - limerick – a 5-line, rhymed, rhythmic verse, usually humorous;
  - ballad – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;

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	<ul style="list-style-type: none"> <li>- free verse – poetry with neither regular meter nor rhyme scheme;</li> <li>- couplet – a pair of rhyming lines; and</li> <li>- quatrain – a stanza containing four lines.</li> <li>● compare and contrast an author’s choice of sound elements in prose and poetry, including:             <ul style="list-style-type: none"> <li>- rhyme – recurring identical or similar final word sounds within or at the ends of lines of verse;</li> <li>- rhythm – the recurring pattern of strong and weak syllabic stresses;</li> <li>- meter – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;</li> <li>- repetition – repeated use of sounds, words, or ideas for effect and emphasis;</li> <li>- alliteration – repetition of initial sounds, e.g., picked a peck of pickled peppers; and</li> <li>- onomatopoeia – the use of a word whose sound suggests its meaning (e.g., buzz.).</li> </ul> </li> <li>● determine a theme of a text and analyze its development over the course of the text.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● use graphic organizers to analyze and summarize text.</li> <li>● recognize an author’s use of connotations and persuasive language to convey a viewpoint</li> </ul>
<p><b>Essential Questions</b></p>	<p>What do readers look for to help them read?            What do we think about when we read?            How does what we think about help us comprehend?            How does what you know help you understand text?            How does thinking about the author’s purpose and message deepen understanding?            How do text features and characteristics of informational and literary text influence reader interpretation?            Which connections help most to increase understanding of a text?            How does literature reflect the time period in which it is written?            How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text?            How do you classify a piece of literature as a certain genre?            How does the selection of genre shape the author’s message?            How does the form chosen by an author accomplish his/her purpose?            Why is theme important?            Is the theme of a story always interpreted in the same way?            How does a reader identify the theme in a piece of writing?            How does comparing and contrasting themes from various pieces of literature increase understanding?            What is poetry?            How is poetry different from prose?            What are the elements and structures of poetry that deepen the understanding of poetry?            How does a reader identify, respond to, analyze, and compare the elements of poetry?</p>



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<p><b>Primary Resources</b></p>	<p>Novel <a href="#">Hatchet</a>  <a href="#">Literature: Language and Literacy</a>  <a href="#">Language and Literacy Workbook</a>          Teacher Notes  <a href="#">Reading</a>  <a href="#">Story Cube</a>  <a href="#">Book jacket book report</a>  <a href="#">Reading Concepts</a>  <a href="#">Folklore</a></p>
<p><b>Essential Vocabulary</b></p>	<p><b>author’s voice</b>-how an author presents the material  <b>tone</b>- the author’s attitude towards a subject  <b>poetic forms</b>-poetry forms  <b>haiku</b> – a 17-syllable, delicate, unrhymed Japanese verse, usually about nature;  <b>limerick</b> – a 5-line, rhymed, rhythmic verse, usually humorous;  <b>ballad</b> – a songlike narrative poem, usually featuring rhyme, rhythm, and refrain;  <b>free verse</b> – poetry with neither regular meter nor rhyme scheme;  <b>couplet</b> – a pair of rhyming lines; and  <b>quatrain</b> – a stanza containing four lines.  <b>rhyme</b> – recurring identical or similar final word sounds within or at the ends of lines of verse;  <b>rhythm</b> – the recurring pattern of strong and weak syllabic stresses;  <b>meter</b> – a fixed pattern of accented and unaccented syllables in lines of fixed length to create rhythm;  <b>repetition</b> – repeated use of sounds, words, or ideas for effect and emphasis;  <b>alliteration</b> – repetition of initial sounds, e.g., picked a peck of pickled peppers; and  <b>onomatopoeia</b> – the use of a word whose sound suggests its meaning (e.g., buzz.).</p>

**Marking Period: 3rd six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of nonfiction texts/Reading**

<p><b>SOL 8.6</b></p>	<p>The student will read, comprehend, and analyze a variety of nonfiction texts.</p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>ESSENTIAL UNDERSTANDINGS</p>

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- activate prior knowledge before reading.
- make predictions prior to and during the reading process.
- recognize an author’s viewpoint and use of persuasive language.
- read and analyze writing critically.
- read several texts on a similar topic and synthesize what is read.
- evaluate an author’s choice of words and images.
- recognize an author’s use of connotations, and persuasive language to convey viewpoint.
- understand that the writer implies and the reader infers

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

- activate prior knowledge before reading by use of: small-group or whole-class discussion; anticipation guides; and preview of key vocabulary.
- recognize an author’s use of connotations and persuasive language, to convey a viewpoint.
- determine an author’s point of view or purpose in a text.
- analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- use strategies for summarizing, such as the following: delete trivia and redundancy; substitute a general term for a list; and find or create a main idea statement.
- read and follow directions.
- use text structures such as the following to enhance comprehension and note taking: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations.
- analyze an author’s choice of details by examining: accuracy; placement; thoroughness; relevance; and effectiveness.
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.
- distinguish between subjective and objective writing.
- use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.

**Essential Questions**

- How does what we think about help us comprehend?  
 How does what you know help you understand text?  
 How do text features and characteristics of informational and literary text influence reader interpretation?  
 Which connections help most to increase understanding of a text?  
 How do readers recognize a nonfiction piece versus a fiction piece?

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<b>Primary Resources</b>	<a href="#">Nonfiction articles</a> “Word Wisdom” newsela.com <a href="#">Literature: Language and Literacy</a> <a href="#">Language and Literacy Workbook</a> Reading workbook
<b>Essential Vocabulary</b>	<b>critically</b> -analyzing <b>synthesize</b> -put together <b>trivia</b> -details, not important <b>redundancy</b> -no longer needed or useful

**Marking Period: 4th six weeks**

**Days: 30**

**Reporting Category/Strand: Reading**

<b>SOL 8.2</b>	<b>The student will develop and deliver oral presentations in groups and individually.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> <li>● rehearse presentations.</li> <li>● interact with poise with an audience.</li> <li>● evaluate presentations.</li> <li>● use grammatically correct language.</li> </ul> <p>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</p> <ul style="list-style-type: none"> <li>● articulate the purpose of the presentation.</li> <li>● select and narrow the topic with attention to time limits and audience.</li> <li>● prepare the presentation, using strategies including, but not limited to: note cards; outlines; formal written report; and questions and answers.</li> <li>● select and use appropriate vocabulary for audience and purpose.</li> <li>● answer questions and respond to comments politely and succinctly with relevant evidence, observations, and ideas.</li> <li>● work effectively with diverse groups.</li> <li>● exercise flexibility and work as a constructive team member to accomplish a common goal or reach consensus.</li> </ul>
<b>Essential Questions</b>	What is the purpose of communication? Why do we ask questions?

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	How does the audience influence the format of your writing? In what ways are ideas communicated orally?
<b>Primary Resources</b>	Novels Biographies
<b>Essential Vocabulary</b>	<b>flexibility</b> - able to change easily

**Marking Period: 4th six weeks**

**Days: 30**

**Reporting Category/Strand: Use word analysis strategies and word reference materials/Reading**

<b>SOL 8.4</b>	<b>The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● use word structure to analyze and relate words.</li> <li>● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>● determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</li> <li>● analyze the impact of specific word choices on meaning and tone, including analogies to other texts.</li> <li>● recognize that figurative language and analogies enrich text</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology).</li> <li>● recognize the relationships among words related by structure and derivation, such as polygraph and graffiti.</li> <li>● distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern.</li> <li>● understand, evaluate, and use figurative language, including:             <ul style="list-style-type: none"> <li>- simile – figure of speech that uses the words like or as to make comparisons;</li> <li>- metaphor – figure of speech that implies comparisons;</li> <li>- personification – figure of speech that applies human characteristics to nonhuman objects;</li> <li>- hyperbole – intentionally exaggerated figure of speech; and</li> <li>- symbol – word or object that represents something else. For example, a dove stands for peace.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● analyze relationships common to analogy</li> <li>● consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>● recognize that synonyms may have connotations, e.g., elderly and mature; youthful and juvenile and describe the impact on text.</li> <li>● use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● use both context and reference skills independently to determine the nuances and connotations of words.</li> </ul>
<b>Essential Questions</b>	<p>Where do words or phrases come from?  How do word parts help us understand meaning?  How does context help us understand word meaning?  Why do we use the dictionary and thesaurus as resources?  Why is vocabulary development important?  Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?  How does the depth of a student’s vocabulary contribute to the student’s ability to read, write, listen, and speak more effectively?</p>
<b>Primary Resources</b>	<p>Vocabulary Resource “Word Wisdom”  <a href="#">Language and Literacy Workbook</a>  <a href="#">Vocabulary Games</a>  <a href="#">Vocabulary Activity</a></p>
<b>Essential Vocabulary</b>	<b>technical-</b> specific terms

**Marking Period: 4th six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of fictional texts/Reading**

<b>SOL 8.5</b>	<b>The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p>ESSENTIAL UNDERSTANDINGS</p> <ul style="list-style-type: none"> <li>● understand that an author’s voice and tone stem from the stylized use of literary devices.</li> <li>● compare and contrast the characteristics of literary forms, including: novel; short story; biography; essay; speech; poetry; and memoir.</li> </ul>

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- understand characterization as the way that an author presents a character and reveals character traits.
- analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- 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.
- identify author's voice.
- make inferences, draw conclusions, and point to an author's implications in the text.
- understand the relationship between causes and effects.
- understand that a cause may have multiple effects.
- understand that an effect may have multiple causes.
- understand and use the reading process to facilitate comprehension.
- read several texts on a similar topic and synthesize what is read.
- analyze how a text makes connections among and
- distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES**

- identify the elements of narrative structure, including: setting – time and place
- character(s), either:
  - static – remaining the same during the course of the story, or
  - dynamic – changing during the course of and as a result of the story
- external conflicts, such as:
  - individual vs. individual
  - individual vs. nature
  - individual vs. society
  - individual vs. supernatural
  - individual vs. technology
- internal conflict – individual vs. self
- plot
  - initiating event
  - rising action
  - climax
  - falling action
  - resolution
- theme

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	<ul style="list-style-type: none"> <li>● recognize different plot patterns including subplots.</li> <li>● understand and analyze elements of an author’s style, including: dialogue; sentence structure; language patterns; tone, voice.</li> <li>● differentiate among points of view in stories, including: <ul style="list-style-type: none"> <li>- first person;</li> <li>- third person limited to a character or narrator; and</li> <li>- third person omniscient.</li> </ul> </li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● analyze an author’s use of literary devices, including: <ul style="list-style-type: none"> <li>- foreshadowing – the giving of clues to hint at coming events in a story;</li> <li>- irony – the implication, through plot or character, that the actual situation is quite different from that presented;</li> <li>- flashback – a return to an earlier time in the course of a narrative to introduce prior information;</li> <li>- and symbolism – the use of concrete and recognizable things to represent ideas.</li> </ul> </li> <li>● evaluate an author’s choice of words and images.</li> <li>● determine a theme of a text and analyze its development over the course of the text.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● use graphic organizers to analyze and summarize text.</li> <li>● recognize an author’s use of connotations and persuasive language to convey a viewpoint.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How does what we think about help us comprehend?  How does what you know help you understand text?  How does thinking about the author’s purpose and message deepen understanding?  Which connections help most to increase understanding of a text?  How does literature reflect the time period in which it is written?  How does the form chosen by an author accomplish his/her purpose?  Why is theme important?</p>
<p><b>Primary Resources</b></p>	<p>Novel <u><a href="#">The Outsiders</a></u>  Literature: <u><a href="#">Language and Literacy</a></u>  <u><a href="#">Language and Literacy Workbook</a></u>  Teacher Notes  newsela.com  <u><a href="#">Reading</a></u>  <u><a href="#">Story Cube</a></u></p>

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	<a href="#">Book jacket book report</a> <a href="#">Reading Concepts</a>
<b>Essential Vocabulary</b>	<b>memoir</b> - a biography written from personal knowledge

**Marking Period: 4th six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of nonfiction texts/Reading**

<b>SOL 8.6</b>	<b>The student will read, comprehend, and analyze a variety of nonfiction texts.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading.</li> <li>● make predictions prior to and during the reading process.</li> <li>● recognize an author’s viewpoint and use of persuasive language.</li> <li>● read and analyze writing critically.</li> <li>● choose graphic organizers based on the internal text structure most prevalent in the text.</li> <li>● use graphic organizers and/or rules to analyze and summarize text.</li> <li>● read several texts on a similar topic and synthesize what is read.</li> <li>● evaluate an author’s choice of words and images.</li> <li>● recognize an author’s use of connotations, and persuasive language to convey viewpoint.</li> <li>● understand that the writer implies and the reader infers.</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading by use of: small-group or whole-class discussion; anticipation guides; and preview of key vocabulary.</li> <li>● recognize an author’s use of connotations and persuasive language, to convey a viewpoint.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>● analyze and record information, using text structures (organizational patterns), including: cause and effect; comparison/contrast; enumeration or listing; sequential or chronological; concept/definition; generalization; and process.</li> <li>● analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes</li> </ul>



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	<p>to the development of the ideas.</p> <ul style="list-style-type: none"> <li>● use strategies for summarizing, such as the following: delete trivia and redundancy;</li> <li>● substitute a general term for a list; and</li> <li>● find or create a main idea statement.</li> <li>● read and follow directions.</li> <li>● use text structures such as the following to enhance comprehension and note taking: boldface and/or italics type; type set in color; underlining; indentation; sidebars; illustrations, graphics, and photographs; headings and subheadings; and footnotes and annotations.</li> <li>● analyze an author’s choice of details by examining accuracy; placement; thoroughness; relevance; and effectiveness.</li> <li>● analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>● analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.</li> <li>● distinguish between subjective and objective writing.</li> <li>● use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues</li> </ul>
<b>Essential Questions</b>	<p>How does what we think about help us comprehend?          How does what you know help you understand text?          How do text features and characteristics of informational and literary text influence reader interpretation?          Which connections help most to increase understanding of a text?          How do readers recognize a nonfiction piece versus a fiction piece?</p>
<b>Primary Resources</b>	<p><a href="#">Nonfiction articles</a>          “Word Wisdom”  <a href="#">Literature: Language and Literacy</a>  <a href="#">Language and Literacy Workbook</a>          Reading Workbook</p>
<b>Essential Vocabulary</b>	Ongoing

**Marking Period: 5th six weeks**

**Days: 30**

**Reporting Category/Strand: Use word analysis strategies and work reference materials/Reading**

<b>SOL 8.4</b>	<b>The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development</b>
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	<p><b>within authentic texts.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● use word structure to analyze and relate words.</li> <li>● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>● determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</li> <li>● analyze the impact of specific word choices on meaning and tone, including analogies to other texts.</li> <li>● recognize that figurative language and analogies enrich text</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g.,-phobia, and -ology).</li> <li>● recognize the relationships among words related by structure and derivation, such as polygraph and graffiti.</li> <li>● distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern.</li> <li>● understand, evaluate, and use figurative language</li> <li>● analyze relationships common to analogy construction</li> <li>● consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>● recognize that synonyms may have connotations, e.g., elderly and mature; youthful and juvenile and describe the impact on text.</li> <li>● use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● use both context and reference skills independently to determine the nuances and connotations of words.</li> </ul>
<p><b>Essential Questions</b></p>	<p>Where do words or phrases come from?          How do word parts help us understand meaning?          How does context help us understand word meaning?          Why do we use the dictionary and thesaurus as resources?          Why is vocabulary development important?          Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?          How does the depth of a student’s vocabulary contribute to the student’s ability to read, write, listen, and speak more effectively?</p>

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<b>Primary Resources</b>	Vocabulary Resource “Word Wisdom” <a href="#">Vocabulary Games</a> <a href="#">Vocabulary Activity</a>
<b>Essential Vocabulary</b>	Ongoing

**Marking Period: 5th six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of fictional texts/Reading**

<b>SOL 8.5</b>	The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● understand that an author’s voice and tone stem from the stylized use of literary devices.</li> <li>● compare and contrast the characteristics of literary forms understand characterization as the way that an author presents a character and reveals character traits.</li> <li>● analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>● analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● 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.</li> <li>● understand that poetic devices are used in prose and poetry.</li> <li>● identify author’s voice.</li> <li>● make inferences, draw conclusions, and point to an author’s implications in the text.</li> <li>● understand the relationship between causes and effects.</li> <li>● understand and use the reading process to facilitate comprehension.</li> <li>● read several texts on a similar topic and synthesize what is read.</li> <li>● analyze how a text makes connections among and distinctions between individuals, ideas, or events.</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● identify the elements of narrative structure, including: setting – time and place</li> <li>● character(s), either: <ul style="list-style-type: none"> <li>- static – remaining the same during the course of the story, or</li> <li>- dynamic – changing during the course of and as a result of the story</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● external conflicts, such as:             <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>● internal conflict – individual vs. self</li> <li>● plot             <ul style="list-style-type: none"> <li>- initiating event</li> <li>- rising action</li> <li>- climax</li> <li>- falling action</li> <li>- resolution</li> </ul> </li> <li>● theme</li> <li>● recognize different plot patterns including subplots.</li> <li>● understand and analyze elements of an author’s style, including: dialogue; sentence structure; language patterns; tone voice.</li> <li>● differentiate among points of view in stories</li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● analyze an author’s use of literary devices</li> <li>● analyze poetic devices in prose and poetry</li> <li>● evaluate an author’s choice of words and images.</li> <li>● identify poetic forms</li> <li>● compare and contrast an author’s choice of sound elements in prose and poetry</li> <li>● determine a theme of a text and analyze its development over the course of the text.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● use graphic organizers to analyze and summarize text.</li> <li>● recognize an author’s use of connotations and persuasive language to convey a viewpoint.</li> </ul>
<b>Essential Questions</b>	<p>What do readers look for to help them read?            What do we think about when we read?            How does what we think about help us comprehend?            How does what you know help you understand text?            How does thinking about the author’s purpose and message deepen understanding?            How does literature reflect the time period in which it is written?</p>

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	<p>How does an understanding of the different genres and their characteristics help the reader better comprehend the meaning of text? Why is theme important? How does comparing and contrasting themes from various pieces of literature increase understanding?</p>
<b>Primary Resources</b>	<p>Novel <u><a href="#">The Outsiders</a></u> Literature: <u><a href="#">Language and Literacy</a></u> <u><a href="#">Language and Literacy Workbook</a></u> Teacher Notes <u><a href="#">Reading</a></u> <u><a href="#">Story Cube</a></u> <u><a href="#">Book jacket book report</a></u> <u><a href="#">Reading Concepts</a></u></p>
<b>Essential Vocabulary</b>	Continuing from last six-weeks

**Marking Period: 5th six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of nonfiction texts/Reading**

<b>SOL 8.6</b>	<b>The student will read, comprehend, and analyze a variety of nonfiction texts.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading.</li> <li>● make predictions prior to and during the reading process.</li> <li>● recognize an author’s viewpoint and use of persuasive language.</li> <li>● read and analyze writing critically.</li> <li>● choose graphic organizers based on the internal text structure most prevalent in the text.</li> <li>● use graphic organizers and/or rules to analyze and summarize text.</li> <li>● read several texts on a similar topic and synthesize what is read.</li> <li>● evaluate an author’s choice of words and images.</li> <li>● recognize an author’s use of connotations, and persuasive language to convey viewpoint.</li> <li>● understand that the writer implies and the reader infers</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading by use of: small-group or whole-class discussion; anticipation guides; and</li> </ul>

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	<p>preview of key vocabulary.</p> <ul style="list-style-type: none"> <li>● recognize an author’s use of connotations and persuasive language, to convey a viewpoint.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>● analyze and record information, using text structures (organizational patterns)</li> <li>● analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>● use strategies for summarizing, such as the following: delete trivia and redundancy;</li> <li>● substitute a general term for a list; and find or create a main idea statement.</li> <li>● read and follow directions.</li> <li>● use text structures to enhance comprehension and note taking:</li> <li>● analyze an author’s choice of details</li> <li>● analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>● analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.</li> <li>● distinguish between subjective and objective writing.</li> <li>● use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How does what we think about help us comprehend?          How does what you know help you understand text?          How do text features and characteristics of informational and literary text influence reader interpretation?          Which connections help most to increase understanding of a text?          Why is it important to differentiate between fiction and nonfiction?</p>
<p><b>Primary Resources</b></p>	<p><a href="#">Nonfiction articles</a>          “Word Wisdom”          newsela.com  <a href="#">Literature: Language and Literacy</a>  <a href="#">Language and Literacy Workbook</a>          Reading Workbook          Travel Brochures</p>
<p><b>Essential Vocabulary</b></p>	<p>Continuing from last six-weeks</p>

**Marking Period: 6th six weeks**

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**Days: 30**

**Reporting Category/Strand: Reading**

<b>SOL 8.3</b>	<b>The student will analyze, develop, and produce creative or informational media messages.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● understand the effects of persuasive messages on the audience.</li> <li>● understand that facts can be verified and opinions cannot.</li> <li>● distinguish fact from opinion.</li> <li>● identify the effect of persuasive messages on the audience.</li> <li>● examine use of persuasive language and connotations to convey viewpoint.</li> <li>● analyze a media text by considering what techniques have been used and their purpose.</li> <li>● recognize that a public service announcement (PSA) is an advertisement for the benefit of the public. The purpose of a public service announcement can be to raise awareness (e.g., advertisements targeting tobacco cessation).</li> </ul> <p>●</p> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● deconstruct and analyze the elements of a variety of media including layout, pictures, and text features in print media, and camera shots, lighting, editing and sound in TV, radio, and film.</li> <li>● identify and analyze persuasive techniques used in the media, including: <ul style="list-style-type: none"> <li>- name calling or innuendo – creating a negative attitude; hinting or implying; using loaded, emotional, or slanted language;</li> <li>- glittering generalities or card stacking – telling only part of the truth; generalizing from a shred of evidence;</li> <li>- bandwagon – creating a desire to join a large group satisfied with the idea; making one feel left out if not with the crowd;</li> <li>- testimonials – using the declaration of a famous person or authoritative expert to give heightened credibility;</li> <li>- appeal to prestige, snobbery, or plain folks – using a spokesperson who appeals to the audience: a well-known or appealing person the audience wants to emulate, a person like the audience members with whom they can identify, a person whose lifestyle appeals to the audience; and appeal to emotions</li> <li>- connecting with emotions: loyalty, pity, or fear; love of family, peace, or justice.</li> </ul> </li> <li>● describe the effect of persuasive messages in the media on the audience.</li> <li>● identify and evaluate effective word choice in the media.</li> <li>● identify and analyze choice of information in the media.</li> <li>● identify and analyze various viewpoints in the media.</li> <li>● identify public opinion trends and possible causes.</li> <li>● identify the sources and viewpoint of publications.</li> <li>● identify the elements of a variety of media including layout, pictures, and text features in print media. Camera shots, lighting, editing and sound in TV, radio, and film.</li> </ul>

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	<ul style="list-style-type: none"> <li>● analyze the use of opinions in the media.</li> <li>● analyze the use of facts in the media.</li> <li>● describe the effect on the audience of persuasive messages in the media.</li> <li>● identify effective word choice and images in the media.</li> <li>● evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to express new understandings.</li> <li>● identify and analyze the motives (social, commercial, political, etc.) and factual content of media messages including print and nonprint resources.</li> </ul>
<b>Essential Questions</b>	How do visual materials send messages? how do visuals impact our thoughts and actions? How do you analyze and evaluate visual materials?
<b>Primary Resources</b>	Magazine advertisements Television commercials
<b>Essential Vocabulary</b>	Continuing from last six-weeks

**Marking Period: 6th six weeks**

**Days: 30**

**Reporting Category/Strand: Use word analysis strategies and word reference materials/Reading**

<b>SOL 8.4</b>	<b>The student will apply knowledge of word origins, analogies, and figurative language to extend vocabulary development within authentic texts.</b>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● use word structure to analyze and relate words.</li> <li>● recognize that words have nuances of meaning (figurative, connotative, and technical), which help determine the appropriate meaning.</li> <li>● determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;</li> <li>● analyze the impact of specific word choices on meaning and tone, including analogies to other texts.</li> <li>● recognize that figurative language and analogies enrich text</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● use common roots to determine the meaning of unfamiliar words and make connections with word families (e.g., -phobia, and -ology).</li> </ul>



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	<ul style="list-style-type: none"> <li>● recognize the relationships among words related by structure and derivation, such as polygraph and graffiti.</li> <li>● distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending), recognizing that some words have technical meanings based on context such as stern.</li> <li>● understand, evaluate, and use figurative language</li> <li>● analyze relationships common to analogy construction</li> <li>● consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine/clarify meaning.</li> <li>● recognize that synonyms may have connotations, e.g., elderly and mature; youthful and juvenile and describe the impact on text.</li> <li>● use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>● use both context and reference skills independently to determine the nuances and connotations of words.</li> </ul>
<b>Essential Questions</b>	<p>Where do words or phrases come from?          How do word parts help us understand meaning?          How does context help us understand word meaning?          Why do we use the dictionary and thesaurus as resources?          Why is vocabulary development important?          Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the importance of where it originated from?          How does the depth of a student’s vocabulary contribute to the student’s ability to read, write, listen, and speak more effectively?</p>
<b>Primary Resources</b>	<p><u>Language and Literacy Workbook</u>          Vocabulary Resource “Word Wisdom”  <a href="#">Vocabulary Games</a>  <a href="#">Vocabulary Activity</a></p>
<b>Essential Vocabulary</b>	Continuing from last six-weeks

**Marking Period: 6th six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of fictional texts/Reading**

<b>SOL 8.5</b>	<b>The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.</b>
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<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● understand that an author’s voice and tone stem from the stylized use of literary devices.</li> <li>● compare and contrast the characteristics of literary forms.</li> <li>● understand characterization as the way that an author presents a character and reveals character traits.</li> <li>● analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</li> <li>● analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</li> <li>● 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.</li> <li>● understand that poetic devices are used in prose and poetry.</li> <li>● identify author’s voice.</li> <li>● make inferences, draw conclusions, and point to an author’s implications in the text.</li> <li>● understand the relationship between causes and effects.</li> <li>● understand that a cause may have multiple effects.</li> <li>● understand that an effect may have multiple causes.</li> <li>● understand and use the reading process to facilitate comprehension.</li> <li>● read several texts on a similar topic and synthesize what is read.</li> <li>● analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories)</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● identify the elements of narrative structure, including: <ul style="list-style-type: none"> <li>- setting – time and place</li> <li>- character(s), either: <ul style="list-style-type: none"> <li>- static – remaining the same during the course of the story, or</li> <li>- dynamic – changing during the course of and as a result of the story</li> </ul> </li> </ul> </li> <li>● external conflicts, such as: <ul style="list-style-type: none"> <li>- individual vs. individual</li> <li>- individual vs. nature</li> <li>- individual vs. society</li> <li>- individual vs. supernatural</li> <li>- individual vs. technology</li> </ul> </li> <li>● internal conflict – individual vs. self</li> <li>● plot <ul style="list-style-type: none"> <li>- initiating event</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- rising action</li> <li>- climax</li> <li>- falling action</li> <li>- resolution</li> </ul> <ul style="list-style-type: none"> <li>● theme</li> <li>● recognize different plot patterns including subplots.</li> <li>● understand and analyze elements of an author’s style</li> <li>● differentiate among points of view in stories</li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● analyze an author’s use of literary devices</li> <li>● analyze poetic devices in prose and poetry;</li> <li>● evaluate an author’s choice of words and images.</li> <li>● identify poetic forms</li> <li>● compare and contrast an author’s choice of sound elements in prose and poetry</li> <li>● determine a theme of a text and analyze its development over the course of the text.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how differences in points of view can create such effects as suspense or humor.</li> <li>● use graphic organizers to analyze and summarize text.</li> <li>● recognize an author’s use of connotations and persuasive language to convey a viewpoint.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How does what you know help you understand text?          How does thinking about the author’s purpose and message deepen understanding?          Which connections help most to increase understanding of a text?          How does the form chosen by an author accomplish his/her purpose?          Why is theme important?          How does comparing and contrasting themes from various pieces of literature increase understanding?          Why is it important to differentiate between fiction and nonfiction?</p>
<p><b>Primary Resources</b></p>	<p>Novel <u><a href="#">The Outsiders</a></u>  <u><a href="#">Literature: Language and Literacy</a></u>  <u><a href="#">Language and Literacy Workbook</a></u>          Teacher Notes  <a href="#">Reading</a>  <a href="#">Story Cube</a>  <a href="#">Book jacket book report</a>  <a href="#">Reading Concepts</a></p>

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<b>Essential Vocabulary</b>	Continuing from last six-weeks
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**Marking Period: 6th six weeks**

**Days: 30**

**Reporting Category/Strand: Demonstrate comprehension of nonfiction texts/Reading**

<b>SOL 8.6</b>	The student will read, comprehend, and analyze a variety of nonfiction texts
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>ESSENTIAL UNDERSTANDINGS</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading.</li> <li>● make predictions prior to and during the reading process.</li> <li>● recognize an author’s viewpoint and use of persuasive language.</li> <li>● read and analyze writing critically.</li> <li>● choose graphic organizers based on the internal text structure most prevalent in the text.</li> <li>● use graphic organizers and/or rules to analyze and summarize text.</li> <li>● read several texts on a similar topic and synthesize what is read.</li> <li>● evaluate an author’s choice of words and images.</li> <li>● recognize an author’s use of connotations, and persuasive language to convey viewpoint.</li> <li>● understand that the writer implies and the reader infers</li> </ul> <p><b>ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES</b></p> <ul style="list-style-type: none"> <li>● activate prior knowledge before reading</li> <li>● recognize an author’s use of connotations and persuasive language, to convey a viewpoint.</li> <li>● determine an author’s point of view or purpose in a text.</li> <li>● analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li> <li>● analyze and record information, using text structures (organizational patterns)</li> <li>● analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>● use strategies for summarizing</li> <li>● read and follow directions.</li> <li>● use text structures to enhance comprehension and note taking:</li> <li>● analyze an author’s choice of details</li> <li>● analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> <li>● analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.</li> </ul>

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	<ul style="list-style-type: none"> <li>● distinguish between subjective and objective writing.</li> <li>● use graphic organizers to record clues in the text and inferences or conclusions made by the reader as a result of those clues.</li> </ul>
<b>Essential Questions</b>	<p>How does what you know help you understand text?          How does thinking about the author’s purpose and message deepen understanding?          How do text features and characteristics of informational and literary text influence reader interpretation?          Which connections help most to increase understanding of a text?          How does the form chosen by an author accomplish his/her purpose?          How does comparing and contrasting themes from various pieces of literature increase understanding?          How do readers recognize a nonfiction piece versus a fiction piece?</p>
<b>Primary Resources</b>	<p><a href="#">Nonfiction articles</a>          “Word Wisdom”          newsela.com  <a href="#">Literature: Language and Literacy</a>  <a href="#">Language and Literacy Workbook</a>          Virginia State maps          Travel Brochures          Tetrahedron instructions</p>
<b>Essential Vocabulary</b>	Continuing from last six-weeks