

PLANNED COURSE
8th GRADE READING

Academic Standard(s) For Reading		
1.2 Reading Informational Text		
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.		
Content Standards	Performance Standards	Assessment
<p>A. Key Ideas and Details – Main Idea 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.</p> <p>B. Key Ideas and Details – Text Analysis Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>C. Key Ideas and Details – Text Analysis: Development and Connections Analyze how the text makes connections among and distinctions between individuals, ideas, or events.</p> <p>D. Craft and Structure – Point of View Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>E. Craft and Structure – Text Structure Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.</p> <p>F. Craft and Structure – Vocabulary Analyze the influence of the words and phrases in a text including figurative, connotative, and technical</p>	<p>A. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>B. Determine the 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 text.</p> <p>C. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, categories).</p> <p>D. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>E. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>F. Determine how the author uses the meaning of words or phrases, including figurative, connotative, or technical meanings, in a text; analyze the impact of specific word choices on meaning and tone, including analogies or</p>	<ul style="list-style-type: none"> • PSSA Style Performance Task scored with PA Reading Assessment Rubric • Teacher generated assignments • Teacher and/or text generated quizzes and tests • Educational games • Student projects • Graphic organizers • Oral reading • Effective use of reading vocabulary in written and/or oral presentations • Educational games • Small/large group discussion

<p>meanings, and how they shape meaning and tone.</p> <p>G. Integration of Knowledge and Ideas – Diverse Media Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.</p> <p>H. Integration of Knowledge and Ideas – Evaluating Arguments Evaluate an author's arguments, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.</p> <p>I. Integration of Knowledge and Ideas – Analysis Across Texts Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>J. Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>K. Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>allusions to other texts.</p> <p>H. 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.</p> <p>I. Analyze a case in which two or more texts provide conflicting information on the same topic, and identify where the texts disagree on matters of fact or interpretation.</p> <p>J. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies:</p> <ol style="list-style-type: none"> 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i>, <i>recede</i>, <i>secede</i>). Determine meaning of technical words and phrases used in a text. <p>K. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., verbal irony, puns) in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations (associations) of words with similar 	
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<p>L. Range of Reading Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>denotations (definitions) (e.g., <i>bullheaded</i>, <i>willful</i>, <i>firm</i>, <i>persistent</i>, <i>resolute</i>).</p> <p>L. Demonstrate comprehension of literary non-fiction and informational text on grade level.</p>	
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