

Greensburg Community School Corporation
8th Grade Curriculum

Literature

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Greensburg Community schools
8th Grade-Literature

Mission Statement

The mission of the Greensburg Community Schools is to serve individuals and the community by developing in all students the knowledge, understanding, skills and attitudes that will enable them to lead productive and fulfilling lives in our complex and changing society.

Greensburg Community Schools
8th Grade-Literature

Narrative Description

The eighth grade curriculum in Literature will emphasize reading for pleasure, for comprehension, and for recognition of various literary techniques. Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments and perspectives of the text by using knowledge of text structure, organization, and purpose. Students will read a variety of narrative and expository texts, including classic and contemporary literature, poetry, reference materials, and online information.

Course Concepts and Generalizations

(List the major benchmarks of this course/subject area. These should be aligned with state standards. These should involve higher-level thinking skills and should be reflective of the major State Standards of the course.)

1. Vocabulary and Concept Development
2. Comprehension and Analysis of Nonfiction and Informational Text
3. Comprehension and Analysis of Literary Text

**Greensburg Community Schools
8th Grade-Literature**

Units of Study

| | UNITS/AREA OF STUDY | LENGTH OF TIME |
|------|-----------------------------------|----------------|
| 8.1 | Vocabulary | Ongoing |
| 8.2 | Nonfiction and Informational Text | 9 weeks |
| 8.3. | Literary Text | 27 weeks |
| 8.3 | Independent Reading | Ongoing |

Unit numbers correspond to the Unit numbers on the State Standard Chart.

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8th Grade-Literature

Unit Plan

Word Recognition, Fluency, and Vocabulary Development

Individual Learner Objectives

1. Students will use their knowledge of word parts and word relationships to determine the meaning of specialized vocabulary.
2. Students will use context clues to determine the meaning of words.
3. Students will analyze idioms and comparisons to infer their meanings.
4. Students will understand the influence of historical events on word meanings.

Subject Outline
Vocabulary

- I. Idioms (8.1.1)
- II. Comparisons (8.1.1)
 - A. Analogies
 - B. Metaphors
 - C. Similes
- III. Historical influences on language (8.1.2)
- IV. Context clues (8.1.3)

Learner Activities

1. During all literature discussions, metaphors and similes will be discussed.
2. The influence of historical events on language will be discussed when reading such works as *The Diary of Anne Frank* or *The Adventures of Tom Sawyer*.
3. Analogies will be reviewed as a bell ringer activity.
4. Reading comprehension practice geared for ISTEP preparation will be incorporated, including analogies and words in context.

Evaluation

1. Students will be tested over vocabulary words covered with specific stories.
2. Word attack skills will be covered in practice exercises, and these will be graded.

Unit Plan
Comprehension and Analysis of Nonfiction and Informational Text

Learner Objectives

1. Students will read and understand grade-level-appropriate material.
2. Students will read a variety of nonfiction selections.
3. Students will access and read online information.
4. Students will understand that material must be analyzed for possible errors in information.

Subject Outline
Nonfiction and Informational Text

- I. Structural features of informational text
 - A. Consumer materials (8.2.1)
 - B. Editorials (8.2.2)
 1. proposition (statement of argument)
 2. support patterns
- II. Informational text analysis (8.2.7)
 - A. Structure
 - B. Format
 - C. Purpose
- III. Grade-Level-Appropriate Nonfiction and Information Text
 - A. Compare-contrast ((8.2.3)
 1. treatment
 2. amount of coverage
 3. organization
- IV. Summarization of text (8.2.4)
 - A. Compare to original
 - B. Importance of accuracy in summarizing
- V. Consumer and public documents (8.2.5)
 - A. Reasons for using consumer documents
 - B. Reasons for using public documents
 - C. Following directions
 - D. Technical manuals (8.2.8)
- VI. Application of knowledge (8.2.9)
 - A. Drawing conclusions
 - B. Support
- VII. Logic (8.2.6)
 - A. Inductive reasoning
 - B. Deductive reasoning

Learner Activities

1. Students will follow a set of directions to complete a task and then analyze the directions for clarity, sequence, organization, and accuracy.
2. Students will be encouraged to read a variety of nonfiction for AR.
3. Students will compare editorials from the local newspaper with ones from the *Indianapolis Star* and magazines such as *Time*.
4. Students will bring in examples of editorial writing.
5. Students will write summaries of informational or editorial text and then compare their writing with that of another student.

Technology Infusion

Computer lab will be used to conduct online searches for information.

Evaluation

1. Students will be tested over terms and concepts as they are covered.
2. Students will write their own technical directions for evaluation. This will be done in the form of a rubric (teacher evaluation) and peer evaluation.
3. Students will do an oral presentation based on research.

Unit Plan
Comprehension and Analysis of Literary Text

Learner Objectives

1. Students will read and respond to grade-level-appropriate historically or culturally significant works of literature.
2. Students will read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.
3. Students will use literature as a stimulus for writing.
4. Students will recognize and identify various elements of literature.
5. Students will recognize the interrelatedness of language, literature, culture, and history.

Subject Outline
Literary Text

- I. Elements of short story
 - A. Characterization (8.3.3)
 1. direct
 2. indirect
 - B. Setting (8.3.4, 8.3.9)
 1. importance to mood
 2. special customs or rules that influence meaning
 - C. Plot (8.3.2)
 1. subplots
 2. parallel episodes
 - D. Theme (8.3.5)
 1. Recurring themes
 2. Idea about life
 - E. Point of view (8.3.8)
 1. First person
 2. Third person
 3. Limited narration
 4. Omniscient narration
 5. Subjective
 6. Objective
- II. Elements of novel
 - A. Characterization (8.3.3)
 1. direct
 2. indirect
 - B. Setting (8.3.4, 8.3.9)
 1. importance to mood
 2. special customs or rules that influence meaning

- C. Plot (8.3.2)
 - 1. subplots
 - 2. parallel episodes
- D. Theme (8.3.5)
 - 1. Recurring themes
 - 2. Idea about life
- E. Point of view (8.3.8)
 - 1. First person
 - 2. Third person
 - 3. Limited narration
 - 4. Omniscient narration
 - 5. Subjective
 - 6. Objective
- III. Elements of drama
 - A. Stage
 - B. Audience
 - C. Stage directions
 - D. Dialogue
 - E. Sets and props
 - F. Costumes
 - G. Lighting and sound
- IV. Written response to literature
 - A. Biography (8.5.1)
 - B. Autobiography (8.5.1)
 - C. Short story (8.5.1)
 - D. Evaluation of text (8.5.2)
- V. Poetry (8.3.1)
 - A. Purposes
 - B. Characteristics
 - C. Forms
 - 1. ballad
 - 2. lyric
 - 3. couplet
 - 4. epic
 - 5. elegy
 - 6. ode
 - 7. sonnet
 - D. Presentation of memorized poem

Learner Activities

1. Students will write a Letter to Self. This is a six part letter that chronicles the student's life in eighth grade. It includes such topics as Me, Now; My World; People in My Life, and My Future. The letters are proofread and placed in envelopes to be stored by the teachers until senior year, when they will be returned.
- 2.
3. Students will read a variety of stories in the textbook as well as ones gathered from the Indiana Reading List.
4. Picture books will be used to prompt writing. For example, the story "Miss Rumphius" might be read. It is the story of a woman who wants to accomplish three things in her life. The students will then write about three things they wish to accomplish.
5. While reading *The Adventures of Tom Sawyer*, students will keep a notebook of quotes from the novel. ("If he had been a great and wise philosopher, like the writer of this book, he would now have comprehended that work consists of whatever a body is obliged to do, and that play consists of whatever a body is not obliged to do.") They would then write a response to one of these quotes, explaining what it means and responding to it in a life situation.
6. During poetry study, students will write original poetry. They will also choose a poem (from a group selected by the teacher) to memorize and present to the class.
7. As the students prepare to read *The Diary of Anne Frank*, they will do online research about the Holocaust.

Technology Infusion

The computer lab will be used for research and writing. Criterion (a computer evaluation program) will be used to help the student edit his/her writing.

Evaluation

Student writing will be evaluated using Criterion and teacher/student writing conferences. Comprehension tests will be given over material read. Essay questions will be graded for content as well as writing mechanics.

Unit Plan Independent Reading

Learner Objectives

1. Students will choose a wide variety of text, both fiction and nonfiction, for personal reading.
2. Students will successfully pass computer generated tests (Accelerated Reader) over material read.
3. Students will aim for a minimum of 25 points per nine weeks.
4. Students will select text that is challenging (reading level).

Subject Outline

- I. Accelerated Reader Format
 - A. Two days a week given for independent reading
 - B. Tests taken with teacher supervision
 - C. Rewards given
- II. Teacher Responsibilities
 - A. Supervision of tests
 - B. Book talks to motivate
 - C. Conferences with reluctant readers
 - D. Enthusiasm
 - E. Role model

Learner Activities

1. Students will be monitored for progress. Encouragement and recognition will help to motivate students.
2. Students might give book talks (planned ahead or impromptu) about a book that was especially interesting to them.
3. Teacher might read an excerpt from a novel to entice reluctant readers.
4. Charts recording progress and rewards help to motivate students.

Technology Infusion

The Accelerated Reader program is crucial to the success of this unit. It is also vitally important to update our books and tests to stay current with popular titles.

Evaluation

The computer generated tests are the basis for points. Teachers may also provide alternate evaluation for a book that a student really wants to read. This is particularly important for advanced students, but it should not be used often.

