

Schiller Park District 81 Curriculum Map 8th Reading

	Essentials Question	Content(Understandings)	Skills(Know and Able to do)	Assessment	Resources (Curriculum)
September	<ul style="list-style-type: none"> How do we compose lives in which reading matters? What makes a good reader? What skills do good readers have to help them understand what they are reading? How does using available graphic, textual and experiential information to anticipate and accumulate accurate textual information help make a skilled reader? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> Express ideas with confidence and sophistication Use a variety of strategies to understand text Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion Address textual ambiguities and explore problems of meaning Consider others' ideas and opinions relating to the text Derive word meaning from contextual clues 	<ul style="list-style-type: none"> what text features to use to help make a prediction how to adjust predictions for understanding how predicting helps readers better understand text use all available textual information to make an accurate prediction use prior knowledge to clarify understanding make, confirm, and modify predictions based on the text information distinguish information that helps make the most accurate predictions 	<ul style="list-style-type: none"> "My Cotton Dress" story and Predicting Graphic Organizer/Adjusting your Predictions Read Naturally Early Reading Comprehension Great Books (<u>From There To Here</u>) Six Minute Solutions <u>I Was Dreaming to Come to America</u> and the Immigration Quilt activity 	<ul style="list-style-type: none"> "My Cotton Dress" Story Read Naturally Early Reading Comprehension Great Books (<u>From There To Here</u>) Six Minute Solutions <ul style="list-style-type: none"> <u>I Was Dreaming to Come to America</u>

October	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a skilled reader? • What skills do skilled readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • how prior knowledge about a topic helps to understand the text • how to make connections across reading selections • how to use personal experiences and/or outside materials to make insightful connections related to a main topic or theme • relate information in a passage to other readings on the same topic • engage background information to construct deeper meaning from text • connect information from various parts of a story to respond to an interpretive question • connect events, characters, actions and themes to specific life experiences 	<ul style="list-style-type: none"> • “Child Labor” article, the “Labor Unions” article, and Gretchen Courtney “Making Connections” worksheet • <u>My Name is Yoon, The Name Jar, Painted Words, I Hate English</u> and <u>The Color of Home</u> • Alice in Wonderland/Immigration Admit Slip and Video Clip • Illegal Immigration Article and Questions <p>Use one or two of these books to do a Connecting Graphic Organizer and then a Summary</p> <ul style="list-style-type: none"> • Great Books (<u>From There To Here</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions • <u>Grandfather’s Journey</u> and (specific) Inference worksheet 	<ul style="list-style-type: none"> • “Child Labor” article • “Labor Unions” article • <u>My Name is Yoon</u> • <u>The Name Jar</u> • <u>Painted Words</u> • <u>I Hate English</u> • <u>The Color of Home</u> • Great Books (<u>From There To Here</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions • Alice in Wonderland clip • Immigration Admit Slip • Current Event on Illegal Immigration • <u>Grandfather’s Journey</u>
---------	--	--	--	--	---

November	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a skilled reader? • What skills do skilled readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? • How does questioning help to clarify meaning, promote comprehension and extend understanding? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • how to provide support from a text in written answers to interpretive questions • how to ask questions and search for answers, then monitor comprehension and interact with the text to construct meaning • to ask questions that clarify understanding and indicate higher level thinking • write interpretive questions about a selection • identify and ask questions about parts of a text they find puzzling or confusing • differentiate between large global questions and smaller clarification questions • organize content knowledge to answer a specific question • revise answers to interpretive questions after discussion based on classmates' responses 	<ul style="list-style-type: none"> • "Labor Unions" article and "Five W's Chart" graphic organizer • The Encounter/Questions/Inferences Activity p. 147 in <u>Strategies That Work with My Name is Yoon, The Name Jar, Painted Words, I Hate English</u> or • Great Books (<u>The Harlem Renaissance</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions • "Tears and Dreams" p. 75 in <u>Best Practices in Reading Level C</u> 	<ul style="list-style-type: none"> • "Labor Unions" article • <u>My Name is Yoon</u> • <u>The Name Jar</u> • <u>Painted Words</u> • <u>I Hate English</u> • <u>The Color of Home</u> • Great Books (<u>The Harlem Renaissance</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions • "Tears and Dreams"
----------	---	--	--	---	--

December	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a skilled reader? • What skills do skilled readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? • How does questioning help to clarify meaning, promote comprehension and extend understanding? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • there are different types of inferences • the difference between an inference and a prediction • how to form a conclusion about the author's meaning using background knowledge, textual features and graphics • record evidence from the text to support inferences • organize and analyze the author's meaning using background knowledge, textual features and graphics • identify the different types of inferences 	<ul style="list-style-type: none"> • "Any Minute Now It Will Come" Short Story and Inferential Questioning per paragraph • <u>Finding Daddy</u> and four word imagery depiction and The Encounter/Questions/Inferences Activity p. 147 in <u>Strategies That Work</u> • Great Books (<u>Dark Days</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions 	<ul style="list-style-type: none"> • "Any Minute Now It Will Come" Short Story • <u>Finding Daddy</u> • Great Books (<u>Dark Days</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions
----------	---	--	--	--	--

January	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a good reader? • What skills do good readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? • How does imagery help a reader to better understand the text? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • how to form multi- sensory or conceptual images while reading a text • images come from all five senses and from the emotions they invoke are anchored in the readers prior knowledge. • Imaging is figurative language at work • create mental images about a story to improve and express understanding • draw pictures to express ideas and explain drawings • evaluate tone/mood of concepts within textual materials • adapt sensory images to incorporate new information as they read. 	<ul style="list-style-type: none"> • Excerpts from <u>Over A Thousand Hills I Walk With You</u> Discussion Write Around on OneNote • <u>I Never Saw Another Butterfly</u> Five Senses Imagery Graphic Organizer • Great Books (<u>Voices Of The Holocaust</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions 	<ul style="list-style-type: none"> • <u>Over A Thousand Hills I Walk With You</u> • <u>I Never Saw Another Butterfly</u> • Great Books (<u>Voices Of The Holocaust</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions
---------	---	--	---	--	---

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">February</p>	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a good reader? • What skills do good readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? • How does the ability to distinguish between fact and opinion develop readers as thinkers? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • how to use information they read to identify a fact or opinion • a fact is something that can be verified and backed up with evidence • an opinion is based on a belief or a view and is not based on evidence that can be verified • the difference between fact and opinion gives you insight into the author's point of view or perspective • Use clue words to help them identify fact and opinion • Identify and support facts with evidence from the text • Identify and support opinions with evidence from the text • make sound judgment about the information they are reading by being able to distinguish between fact and opinion 	<ul style="list-style-type: none"> • Famous WWII Photo and Current Events: Fact or Opinion? • "<u>Rosie the Riveter</u>" p. 59 in Primary Sources World War II • "<u>Tokyo Rose</u>" p. 55 in Primary Sources World War II • Background knowledge building guide p. 5 in Eye on History: Holocaust • "The Power of Propaganda" p. 29 in Eye on History: World War I • Great Books (<u>Voices Of The Holocaust</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions 	<ul style="list-style-type: none"> • Famous WWII Photo and Current Events: Fact or Opinion? • "<u>Rosie the Riveter</u>" • "<u>Tokyo Rose</u>" • "The Power of Propaganda" • Great Books (<u>Voices Of The Holocaust</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions
---	---	--	---	---	---

<p>March</p>	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a good reader? • What skills do good readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? • How does summarizing enhance comprehension? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • Summarizing helps readers remember information and transfer it to new situations which further reinforces the information • How to identify key ideas and tie them together into an accumulation of what is most important in the text. • There are often several important ideas in a piece of text rather than a single main idea • Summarize a story or retell significant parts of a story and respond personally • Get new perspectives, create a new line of thinking, discover original ideas and achieve insight through summarization • To put new materials into their own words and combine it with their prior knowledge 	<ul style="list-style-type: none"> • The Five W's leveled books • Women's Rights Foldable • 1920's Picture Books: Tech Unit • Great Books (<u>Times Of Change</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions • <u>Erica's Story</u> and predicting activity • 	<ul style="list-style-type: none"> • The Five W's leveled books • 1920's Picture Books • Great Books (<u>Times Of Change</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions • <u>Erica's Story</u>
--------------	---	--	---	--	---

April	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a good reader? • What skills do good readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? • How does reading for various purposes and reading text at various levels of difficulty produce vocabulary growth? • How does understanding cause and effect assist comprehension? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • the meaning of a word in context when the word has multiple meanings • how to use various strategies to find the meaning of unfamiliar words • reading various types of text expands their vocabulary • identify new words using context clues • use the resources such as dictionaries, thesauruses, glossaries, technology and text features, such as definitional footnotes or sidebars to determine the meanings and pronunciations of unknown words • Cause and effect is the relationship between two things when one thing makes something else happen • There may be multiple causes and multiple effects • There are three different kinds of cause and effect relationships • Use cause and effect to show order, inform, speculate, and change behavior. • Identify signal words that show cause and effect relationships • How to look for the different kinds of cause and effect relationship 	<ul style="list-style-type: none"> • Word Storming to Anticipate Content with <u>Mama Went to Jail of the Vote, I Could Do That, Angel Girl, Baseball Saved Us, Eli Remembers, The Harmonica, Rose Blanche, Faithful Elephants</u> • Vocabagram with <u>Mama Went to Jail of the Vote, I Could Do That, Angel Girl, Baseball Saved Us, Eli Remembers, The Harmonica, Rose Blanche, Faithful Elephants</u> • <u>Great Books (Times Of Change)</u> • Read Naturally • Early Reading Comprehension • Six Minute Solutions 	<ul style="list-style-type: none"> • <u>Mama Went to Jail of the Vote</u> • <u>I Could Do That</u> • <u>Angel Girl</u> • <u>Baseball Saved Us</u> • <u>Eli Remembers</u> • <u>The Harmonica</u> • <u>Rose Blanche</u> • <u>Faithful Elephants</u> • <u>Great Books (Times Of Change)</u> • Read Naturally • Early Reading Comprehension • Six Minute Solutions
-------	--	--	---	--	--

<p>May</p>	<ul style="list-style-type: none"> • How do we compose lives in which reading matters? • What makes a good reader? • What skills do good readers have to help them understand what they are reading? • How can a reader use personal and collective experience to enhance understanding? • How do skilled readers know what is important in a text? • How does sequential order play an integral part in the organization of text? 	<p>Skilled readers:</p> <ul style="list-style-type: none"> • Express ideas with confidence and sophistication • Use a variety of strategies to understand text • Recall facts, sight details, or refer to specific passages for evidence to support and explain their opinion • Address textual ambiguities and explore problems of meaning • Consider others' ideas and opinions relating to the text • Derive word meaning from contextual clues 	<ul style="list-style-type: none"> • The main idea in a paragraph is a general idea and the supporting information is made up of specific ideas and details. • That there are often several important ideas in a single piece of text rather than a single main idea. • Every story has a main idea and supporting details • Characteristics of text length and internal and external text structure • Support ideas with evidence from the text. • Recall and retell story details in their own words • Discriminate between key points and supporting details • Identify multiple key ideas/concepts important in overall text meaning. • Read to find specific information • Identify important headings and subheadings in informational text • Determine what to read and in what order • In order to understand sequence, skilled readers must understand how a selection is organized. • Text is organized in one of four different ways • How transition words serve as signal words in the organization of a text. • Determine the organizational pattern of text as either chronological, spatial, order of importance, or cause and effect. • Demonstrate understanding of explicitly stated sequence of events in literary and informational text • Locate signal words that indicate steps in a process, order of importance, or chronological order. • Recall story details in sequential order 	<ul style="list-style-type: none"> • The Five W's leveled books • Concept Ladder with Space Race Articles • Reflecting on Main Ideas Worksheet with <u>Mission Control This Is Apollo</u> • Great Books (<u>Times Of Change</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions 	<ul style="list-style-type: none"> • The Five W's leveled books • Space Race Articles • <u>Mission Control This Is Apollo</u> • Great Books (<u>Times Of Change</u>) • Read Naturally • Early Reading Comprehension • Six Minute Solutions
------------	--	--	---	---	---