

Grade 8 Reading

Diary map is based on the 2015-2016 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. - Sept.	<p>Launching: Poetry What is the structure of the reading workshop?</p> <p>What are the expectations during reading workshop?</p> <p>How do I read, think, talk, and write about reading?</p> <p>How are literary elements found within poems?</p>	<p>Launching: Poetry -Expectations: notebook, conferences, responses, independent reading -Annotating text -Inferring -Using graphics -Explain thinking -Line -Stanza -End Rhyme -Simile -Metaphor -Alliteration -Idiom -Hyperbole -Imagery -Symbolism</p>	<p>Launching: Poetry -Analyze text by annotating -Develop graphics to display thinking -Construct responses with big and small ideas -Explain thinking by using words to support graphics -Understand, explain, and locate literary elements within poems and songs</p>	<p>Launching: Poetry -Conferences -Reading Responses -Whole class and small group discussion -Observation -Anecdotal notes -Song Analysis -Test (teacher created)</p>	<p>Launching: Poetry -<i>Writing About Reading</i> by Lucy Caulkins -<i>Text and Lessons for Teaching Literature</i> by Harvey Daniels and Nancy Steineke -Materials (teacher created)</p>	<p>Launching: Poetry -Projector -SMART Board -ELMO -Computer -Google Classroom</p>
Oct. – Dec.	<p>Historical Fiction and Nonfiction: Genocide What is genocide?</p> <p>What are the stages and implications of genocide?</p> <p>How can I use fiction and non-fiction texts and resources to learn about a topic?</p> <p>What choices do people make in face of injustice?</p>	<p>Historical Fiction and Nonfiction: Genocide -Stages of Genocide -Research -Examples of Genocide -Stages of genocide within books and other resources</p>	<p>Historical Fiction and Nonfiction: Genocide -Identify examples of the stages within independent reading books -Create a presentation on another genocide -Collaborate with other group members -Determine the reasons behind a specific genocide</p>	<p>Historical Fiction and Nonfiction: Genocide -Conferences -Reading Responses -Whole class and small group discussion -Observation -Anecdotal notes -Genocide Presentation -Written reflection on learning experience -Benchmark</p>	<p>Historical Fiction and Nonfiction: Genocide -<i>Night</i> by Eli Wiesel -<i>Boy Who Dared</i> by Susan Campbell Bartoletti -<i>Boy in the Striped Pajama</i> by John Boyne -<i>Devil's Arithmetic</i> by Jane Yolen -<i>Once</i> by Morris Gleitzman -<i>Daniel's Story</i> by Carol Matas -<i>The Choice</i> by Kathy Clark -Eli Wiesel Nobel Peace Prize acceptance speech -Quincy Public Library resources</p>	<p>Historical Fiction and Nonfiction: Genocide -Projector -SMART Board -ELMO -Computer -Google Classroom -iPad -<i>Auschwitz: If You Cried, You Died</i> video by Auschwitz -PowerPoint (teacher created) -<i>The Hidden Holocaust</i> video by 60 minutes</p>

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	<p>Science Fiction: Dystopian vs. Utopian What are dystopian societies and why are we fascinated with them?</p> <p>How is science fiction cautionary?</p> <p>What keeps a society or community together?</p> <p>How free are we to make our own decisions?</p>	<p>Science Fiction: Dystopian vs. Utopian -Characteristics of dystopian and utopian societies</p>	<p>Science Fiction: Dystopian vs. Utopian -Identify examples of dystopian societies within independent reading books -Identify and analyze components of dystopian societies within <i>The Truman Show</i> -Discuss artificial intelligence and bio-engineering and the ethics of modification</p>	<p>Science Fiction: Dystopian vs. Utopian -Reading log -Reading response -Conference -Whole class and small group discussion -Truman Show Analysis</p>	<p>Science Fiction: Dystopian vs. Utopian -<i>The Veldt</i> by Ray Bradbury -<i>The Lottery</i> by Shirley Jackson -<i>Uglies</i> by Scott Westerfield -<i>Storm Thief</i> by Chris Wooding -<i>Among the Hidden</i> by Margaret Peterson Haddix -<i>This Side of Paradise</i> by Steven L. Layne -<i>Gathering Blue</i> by Lois Lowry -<i>The Giver</i> by Lois Lowry -<i>The House of the Scorpion</i> by Nancy Farmer</p>	<p>Science Fiction: Dystopian vs. Utopian -Projector -SMART Board -ELMO -Computer -Google Classroom -iPad -PowerPoint (teacher created) -Artificial Intelligence TED Talk</p>
Jan. - March	<p>Nonfiction: Civil Rights How are themes traced across different texts?</p> <p>How is the civil rights struggle similar to what the Jews endured during the Holocaust?</p>	<p>Nonfiction: Civil Rights -Themes across text -Support within text -Thesis statement</p>	<p>Nonfiction: Civil Rights -Trace themes across a variety of nonfiction texts, fiction texts, and documentaries -Write a thesis statement</p>	<p>Nonfiction: Civil Rights -Trace a common theme across a nonfiction book, the movie <i>Selma</i>, and one other choice -Reading log -Reading response -Conference -Whole class and small group discussion -Literary Essay</p>	<p>Nonfiction: Civil Rights -<i>The Other Side</i> by Jacqueline Woodson -<i>Birmingham, 1963</i> by Carole Boston Weatherford -<i>Freedom on the Menu</i> by Carole Boston Weatherford -<i>A Sweet Smell of Roses</i> by Angela Johnson -<i>Remember: The journey to School Integration</i> by Toni Morrison</p>	<p>Nonfiction: Civil Rights -Projector -SMART Board -ELMO -Computer -Google Classroom -<i>Selma</i> movie -<i>The Last White Night</i> documentary -PowerPoint (teacher created)</p>

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					- <i>Freedom Summer</i> by Deborah Wiles - <i>They Call Themselves the KKK</i> by Susan Campbell Bartoletti - <i>Students on Strike</i> by John A. Stokes - <i>Claudette Colvin: Twice Toward Justice</i> by Phillip Hoose - <i>Integrating the Gridiron</i> by Lane Demas - <i>Getting Away with Murder: The True Story of the Emmett Till Case</i> by Chris Crowe - <i>We are the Ship: The story of Negro League Baseball</i> by Kadir Nelson - <i>The Freedom Summer Murder</i> by Don Mitchell - <i>The Beatitudes From Slavery to Civil Rights</i> by Carole Boston Weatherford	
April – May	<p>Fairy Tales What common elements can be found in fairy tales?</p> <p>How does a modern work of fiction draw upon common themes and patterns of events or characters from traditional literature?</p>	<p>Fairy Tales -Plot Structure -Common themes -Fairy tale elements</p>	<p>Fairy Tales -Craft a children’s story -Identify common elements of fairy tales within pieces of literature</p>	<p>Fairy Tales -Children’s story -Reading log -Reading response -Conference -Whole class and small group discussion</p>	<p>Fairy Tales -<i>Fairest of All</i> by Serena Valentino -<i>Black as Night: A Fairy Tale Retold</i> by Regina Doman -<i>Snow in Summer</i> by Jane Yolen -<i>Fairest</i> By Gail Carson Levine</p>	<p>Fairy Tales Projector -SMART Board -ELMO -Computer -Google Classroom -PowerPoint (teacher created)</p>