



**Independent School District of Boise City**

**Reading 8: Course Overview**

Students will be encouraged to develop lifetime reading habits, to self-select books and conference with the teacher about reading. Interpretation of reading through drama, writing, discussion and art will be stressed. Students will also experience genre instruction, storytelling, reading comprehension, study strategies, research, and use of the newspaper.

Supplemental Resources: *Write Source 2000, Reader's Handbook, Literature, Greek and Latin Handout*

**Reading 8: Course Scope and Sequence**

**Year-Long Objectives**

Tolerance and Empathy

<b>Essential (Required/on EOC)</b>	<b>Expected (Recommended)</b>	<b>Extended (Enrichment)</b>	<b>Sample Lang. Obj.</b>
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Use context clues to determine the meaning of unfamiliar terms, phrases</li> <li>• Synonyms and Antonyms</li> <li>• Plot: exposition, rising action, climax, falling action, resolution</li> <li>• Active Reading Strategies</li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Decoding strategies</li> <li>• Vocabulary building</li> <li>• Fluency</li> <li>• Sustained silent reading in a variety of genres</li> <li>• Literal and inferential meanings</li> <li>• Draw on background information</li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Complete periodic speed reading drills; graph results</li> </ul>	<p><b>Concepts:</b></p> <p>Language Objectives are drawn from State English Language Development Standards, the National Council for Teachers of English, and the International Reading Association.</p> <p>Picture books, video clips, and teacher summaries are appropriate. Teachers may also choose to have students relate a short story from their country or culture.</p>

<ul style="list-style-type: none"> <li>• (internal), person vs. person, person vs. society, person vs. nature, person vs. unknown (external)</li> <li>• Setting</li> <li>• Characterization</li> <li>• Theme</li> <li>• Point of View: first-person narrator, third-person narrator (limited, omniscient, objective)</li> <li>• Comprehension</li> <li>• Genre study</li> <li>• Author's purpose</li> <li>• Draw inferences and conclusions</li> <li>• Non-fiction selections that support theme and genre study</li> <li>• Paragraph organization</li> <li>• Greek and Latin Root Words: - see separate handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading strategies</li> <li>• Purpose for reading</li> <li>• Speaking skills</li> <li>• Listening skills</li> <li>• Viewing a variety of media to enhance genre study</li> <li>• Discussions</li> <li>• Literature based projects and/or presentations</li> <li>• Analogies</li> </ul>		
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**Quarter 1: Diversity and Acceptance of Self and Others**

Essential (Required/on EOC)	Expected (Recommended)	Extended (Enrichment)	Sample Lang. Obj.
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Study</b> -Realistic Fiction -Related Non-Fiction (ELD)</li> <li>• <b>Previewing Skills</b></li> <li>• <b>Textbook Parts (ELD 3.1.1)</b> -Preface -Table of Contents -Appendix -Index -Glossary</li> <li>• <b>Main Idea (EDL 3.2.1)</b></li> <li>• <b>Author’s Purpose/Intent (EDL 3.2.1)</b></li> <li>• <b>Protagonist (ELD 3.2.4)</b></li> <li>• <b>Antagonist (ELD 3.2.4)</b></li> <li>• <b>Foreshadowing</b></li> <li>• <b>Flashback</b></li> <li>• <b>Greek and Latin Root Words (ELD 3.1.5):</b> -see quarter 1 handout</li> <li>• <b>Literary Devices</b> -simile -metaphor -personification</li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Classroom Presentation</b> -dramatic reading -poetry recitation -state opinion about a piece of literature</li> <li>• <b>Active Listening</b></li> <li>• <b>Compare/Contrast :</b> -visual versions of stories -written versions of stories</li> <li>• <b>Following Directions</b></li> <li>• <b>Literary Devices:</b> -mood -tone -symbolism -figurative language: -hyperbole -idiom -imagery</li> <li>• <b>Prefixes</b></li> <li>• <b>Suffixes</b></li> <li>• <b>Synonyms</b></li> <li>• <b>Antonyms</b></li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Extended Greek and Latin Root Words:</b> -see separate handout</li> <li>• <b>Students read a self-selected novel dealing with 1<sup>st</sup> quarter’s theme</b></li> <li>• <b>Book Talk/Report/Project</b></li> <li>• <b>Analyze a TV sitcom for literary elements</b></li> </ul>	<p><b>Concepts:</b></p> <p>With a partner, go on a scavenger hunt to find important parts of a textbook.</p> <p>Using your text book, <a href="#">discuss</a> with a partner how each part helps you find information.</p> <p><a href="#">Read</a> or <a href="#">listen</a> to a passage and <a href="#">explain</a> the main idea to a partner.</p> <p><a href="#">Create</a> a character diagram and <a href="#">write/draw</a> identifying characteristics of protagonist and antagonist.</p> <p><a href="#">Write</a> each root on the front of an index card, and <a href="#">write</a> and <a href="#">illustrate</a> the meaning of the root on the back of the card.</p> <p><a href="#">Write</a> a synonym and antonym.</p>

**COMMON ASSIGNMENT: Greek and Latin Root Word Vocabulary Project**

Some Suggested Projects

- Root word book            Root word map
- Root word collage        Root word novel project
- Root word story            Root word skit

**Literature Choices:**

- **Teacher Selected Short Stories**
- **Teacher Selected Novels for Read Aloud**  
-see annotated list
- **Whole Class Novel:**  
-*Outsiders*  
-*The Pigman*
- **Student Self-Selected Novels**

**QUARTER 2: Searching for New Literary Voices**

Essential (Required/on EOC)	Expected (Recommended)	Extended (Enrichment)	Sample Lang. Obj.						
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Author Research</b></li> <li>• <b>Organizational Patterns (ELD) (8.LA.2.1)</b> <ul style="list-style-type: none"> <li>-Cause and Effect</li> <li>-Chronological Order</li> <li>-Sequence of Events</li> <li>-Comparison and Contrast</li> <li>-Order of Importance</li> </ul> </li> <li>• <b>Make Inferences</b></li> <li>• <b>Draw Conclusions</b></li> <li>• <b>Form Opinions</b></li> <li>• <b>Fact vs. Opinion (ELD 3.2.3)</b></li> <li>• <b>Greek and Latin Root Words (ELD 3.1.5):</b> <ul style="list-style-type: none"> <li>-see quarter 2 handout</li> </ul> </li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Active Listening:</b> <ul style="list-style-type: none"> <li>-eye contact</li> <li>-posture</li> <li>-note-taking</li> <li>-asking questions</li> <li>-making connections between presentations</li> </ul> </li> <li>• <b>Oral Communication:</b> <ul style="list-style-type: none"> <li>-eye contact</li> <li>-volume</li> <li>-pacing</li> <li>-adjusting to audience</li> <li>-organization</li> <li>-visual aids</li> </ul> </li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Extended Greek and Latin Root Words:</b> - see separate handout</li> <li>• <b>Book Review using a book from one of the selected authors:</b> <ul style="list-style-type: none"> <li>-see separate list of possible young adult authors</li> </ul> </li> </ul>	<p><b>Concepts:</b></p> <p><a href="#">Read</a> and <a href="#">record</a> information about a chosen author from multiple media resources. <a href="#">Tell</a> the class about your author through a power point, poster, bookmark, or some other creative project.</p> <p><a href="#">Read</a> or <a href="#">listen</a> to an excerpt from a non-fiction text and <a href="#">tell</a> a partner the causes and effects stated in the passage.</p> <p><a href="#">Draw</a> the order of sequence of a story using a graphic novel panel.</p> <p><a href="#">Write</a> an explanation for each panel.</p> <p><a href="#">Retell</a> the story in front of the class.</p>						
<p><b>COMMON ASSIGNMENT:</b> Author Research Presentation Using Oral Communication Skills</p> <p>Some Suggested Projects:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">-Brochure</td> <td style="width: 50%;">- Poster</td> </tr> <tr> <td>-Life Map</td> <td>- Book Pages</td> </tr> <tr> <td>-PowerPoint Presentation</td> <td>-Booktalks</td> </tr> </table>				-Brochure	- Poster	-Life Map	- Book Pages	-PowerPoint Presentation	-Booktalks
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<p><b>Literature Choices:</b></p> <ul style="list-style-type: none"> <li>• Teacher Selected Short Stories</li> <li>• Teacher Selected Novels for Read Aloud <ul style="list-style-type: none"> <li>-See annotated list</li> </ul> </li> </ul>									

**QUARTER 3: Society, Culture, and History Influence Personal Choices**

Essential(Required/on EOC)	Expected (Recommended)	Extended (Enrichment)	Sample Lang. Obj.
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Historical Fiction Genre Study (ELD):</b> 8.LA. 2.3.1 -cultural significance -historical significance -social significance -related non-fiction</li> <li>• <b>Newspaper Terms: Structure:</b> -by-line -lead, body -headline -5 W's &amp; H</li> <li>• <b>Types of News Writing:</b> -editorial -feature -straight news</li> <li>• <b>Purpose and Organization of News Writing</b></li> <li>• <b>Greek and Latin Root Words (ELD 3.1.5):</b> -see quarter 3 handout</li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Students will read a self-selected historical fiction novel during class time and/or at home</b></li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Extended Greek and Latin Root Words:</b> -see separate handout</li> <li>• <b>Book Review using a book from one of 2<sup>nd</sup> Quarter's selected authors:</b> -see separate list of possible young adult authors</li> <li>• <b>An additional historical fiction novel read individually</b></li> <li>• <b>Produce/assemble class newspaper together based on a historical fiction novel</b></li> </ul>	<p><b>Concepts:</b></p> <p><b>Tell</b> about a historical event from your historical fiction book and <b>explain</b> where it belongs on a time line.</p> <p>In a group, <b>jigsaw</b> the 5 W's and the H of a straight news article.</p> <p><b>Organize</b> a group of words into families according to their roots. <b>Create</b> a word wall.</p>
<p><b>COMMON ASSIGNMENT:</b> Write a newspaper article based on a historical fiction novel.</p>			

**Literature Choices:**

- **Teacher Selected Short Stories:**

- “The Other Foot” by Ray Bradbury – this story can be found in his book *The Illustrated Man*

- **Teacher Selected Novels for Read Aloud**

- See annotated list

- **Whole Class Novel:**

- Children of the River*

- Roll of Thunder Hear My Cry*

- *Inherit the Wind*

- **Various Media Types Dealing With Historical Fiction:**

- movies: -

- Separate but Equal*

- Ruby Bridges*

- Hiroshima Maiden*

- magazine articles

- educational videos –National Geographic

- newspaper articles

**QUARTER 4: Knowledge Prepares Us for Exploring and Surviving Our Unknown Future**

Essential (Required & on EOC)	Expected (Recommended)	Extended (Enrichment)	Sample Lang. Obj.
<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Genre Study (ELD):</b> 8LA 2.3.1 -science fiction -fantasy -survival -related non-fiction -review all previous genres</li> <li>• <b>Greek and Latin Root Words (EDL 3.1.5):</b> -see quarter 4 handout</li> <li>• <b>Literary Devices (ELD):</b> -mood -tone -symbolism -imagery -foreshadowing -flashback</li> <li>-figurative language :   <b>personification</b>     -simile     -metaphor (ELD)     -idiom     -hyperbole</li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Independent Reading</b> -Foster application of reading strategies and literary devices</li> </ul>	<p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Extended Greek and Latin Root Words:</b> -see separate handout</li> <li>• <b>Read an additional non-fiction, science fiction, fantasy, or survival novel individually</b></li> </ul>	<p><b>Concepts:</b></p> <p><b>Identify</b> the characteristics of each genre. <b>Give</b> an example for each.</p> <p><b>Research</b> the scientific basis behind a science fiction story.</p> <p><b>Create</b> a “tree” showing the origin and relationship between words that contain these roots.</p> <p><b>Read</b> a story and <b>illustrate</b> the imagery, flashbacks, and/foreshadowing on sectioned paper. <b>Think-aloud</b> about your process with a partner.</p> <p><b>Write</b> your own examples of personification, simile, and metaphors. <b>Share</b> with the class.</p>

**COMMON ASSIGNMENT:** Students will read a self-selected non-fiction, science fiction, fantasy or survival book and will present to class.

**Literature Choices:**

- **Teacher Selected Short Stories**
- **Teacher Selected Novels for Read Aloud**  
-See annotated list
- **Whole Class Novels:**  
-*October Sky*  
-*Death Watch*