

USD #294
Reading Curriculum

Standard 1: Reading

EIGHTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 2: The student reads fluently.

Eighth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none">1. uses knowledge of conventions and text features to read fluently at <i>instructional or independent reading levels</i>.2. reads expressively with appropriate <i>pace, phrasing</i>, intonation, and <i>rhythm</i> of speech.3. uses knowledge of complex sentence structure to read fluently at <i>instructional or independent reading levels</i>.	<p>The teacher...</p> <ol style="list-style-type: none">1. (a) provides students with a model text that uses a variety of conventions and text features. Teacher guides students to identify significant conventions and text features and discuss how they might interpret a fluent oral reading of the text. Then, the class participates in a <i>choral reading</i> of the text. Next, the teacher presents students (working independently or in pairs) a similar text to interpret and read aloud fluently.2. (a) allows students to work with a partner. With a partner, students read a poem aloud. Students use expression to convey the melodic flow of the poem. (b) gives the student samples of nonsense sentences to read aloud with punctuation to show pauses and end marks. Because they do not understand the meaning of the sentences organized in this manner, their rates slow and emphasis is placed on punctuation. Next, students are given samples of meaningful text with punctuation placed haphazardly. Again, to get the meaning, students must slow their rates and really read the content of each sentence. Finally, poems are used to help students pay attention to the "road signs" of punctuation in order to read expressively so listeners get meaning too.3. (a) asks students to compare sample passages that differ with regard to complexity of sentence structure. Class participates in a <i>choral reading</i> of the texts in order to illustrate the relationship between sentence structure and fluency. Students then independently select a text and prepare an oral recitation.

USD #294
Reading Curriculum

4. uses a variety of *word-recognition* strategies (e.g., orthographic patterns, reading and writing text) to read fluently.
5. adjusts reading rate to support comprehension when reading *narrative, expository, technical, and persuasive texts*.

4. (a) reviews strategies such as chunking and *word families*, and then uses stock phrases (for example: "What does it look like?") to cue students when they do not recognize a word.
5. (a) uses *Directed Reading and Thinking Activity (DRTA)* with student breaking a passage into smaller parts to slow reading rate in order to comprehend a longer passage. The teacher records what the students know, what they think they know, and what they think they'll learn. Finally, students write what they've learned, refining their predictions into statements as they gather further information.

(b) has students practice summarizing different text types. Teacher asks students to measure reading rate as they are reading text prior to providing a summary and then chart rates across types.

(c) reads aloud a text to students, using a think-aloud strategy to explain how he/she adjusted reading rate to improve comprehension. Students then silently and independently read another passage, noting where in the text they had to adjust their own reading rate. Students then participate in a discussion with peers regarding whether or not adjusting reading rate improved their understanding of the text. Repeat the same strategy using different text types (*narrative, expository, technical, persuasive*). Have students create a chart describing how they adjusted their own reading rate for each type of text.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

USD #294
Reading Curriculum

Teacher Notes:

Promote reading habits with students (especially those students with limited resources at home) by allowing them opportunities to check out personal-interest books from the school library.

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

USD #294
Reading Curriculum

Standard 1: Reading

EIGHTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 3: The student expands vocabulary.

Eighth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <p>1. ▲ determines meaning of words or phrases using context clues (e.g., <i>definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect</i>) from sentences or paragraphs.</p>	<p>The teacher...</p> <p>1. (a) provides students with a paragraph containing a nonsense word. Students state what they think the nonsense word means and what context clues they used to figure out the meaning.</p> <p>(b) reads or has students read a short story and provides the students with a self-inventory selection sheet with vocabulary words from the text. The student uses symbols to mark words as: I know this word; I am vaguely familiar with the word; and I don't have a clue. These words are then emphasized within the reading and the student uses context clues, examples, or the dictionary to record definitions on a sheet. The inventory sheet is used to develop questions for vocabulary tests.</p> <p>(c) finds a text in which unfamiliar vocabulary words are involved. Teacher says each word correctly aloud and students repeat the word. Teacher makes a conscious effort over time to model the correct use and pronunciation of vocabulary so that students have the opportunity to hear the word used correctly. Teacher also provides students opportunities to practice using vocabulary words orally during on-going activities.</p>

USD #294
Reading Curriculum

<p>2. locates and uses reference materials available in the classroom, school, and public libraries (e.g., dictionaries, thesauri, atlases, encyclopedias, internet) that are appropriate to the task.</p> <p>3. ▲ determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲<i>prefixes</i>, and ▲<i>suffixes</i> to understand complex words, including words in science, mathematics, and social studies.</p>	<p>(d) uses <i>cloze reading</i> strategies. The teacher selects a text of approximately 400 words. The teacher decides which words to be studied (e.g., adjectives, adverbs, nouns). The teacher goes through the passage and deletes the words which students must determine after reading the passage. The teacher reads the passage with the blanks and asks the students to be thinking about which word would make sense in the sentences. The teacher has the students work in pairs to fill in the blanks. Once all blanks have been completed, the teacher has the pairs of students read their choices to the other students. As a group, the teacher and students discuss the words chosen by the students and compares them to the words original words from the passage.</p> <p>2. (a) assigns students a task that requires them to locate and use reference materials in the classroom, school, and/or public library (for example: crossword puzzle or scavenger hunt).</p> <p>3. (a) asks students to investigate word origins as an aid to understanding meanings, derivations, and spellings, as well as influences on the English language.</p> <p>(b) puts students in work groups. Students use a list of root words and various <i>prefixes</i> and <i>suffixes</i> with their meanings. Students form words and then use the dictionary to determine the correctness of their words.</p> <p>(c) models creation of an example for graphic organizers that illustrate how Greek and Latin roots form the basis of English words. Students create their own semantic webs using Greek and Latin roots.</p> <p>(d) places students with partners to trace the etymology of everyday words in order to complete a crossword developed from their meaning.</p>
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USD #294
Reading Curriculum

4. ▲ identifies and determines the meaning of *figurative language* including ▲ *similes*, ▲ *metaphors*, ▲ *analogies*, ▲ *hyperbole*, ▲ *onomatopoeia*, ▲ *personification*, ▲ *idioms*, ▲ *imagery*, and *symbolism*.

5. distinguishes between *connotative* and *denotative* meanings.

4. (a) selects examples of American authored poems for students to examine *figurative language* such as *analogies*, *similes*, and *metaphors*. Students then create their own examples of *figurative language* modeled after the poets.

(b) explains to students that metaphors are often identified by the words “like a” and explains that metaphors are compared to information that is already know about a topic and new information.

(c) explains to students to look for the signal words “is to” and “as” when finding analogies.

5. (a) provides students with a weekly log, in which students list three words which are new to them each week. They record the page, the sentence or context in which the word was used, and identify whether the *connotative* or *denotative* meaning of the word is used, the title of the text, and the date found. Next, the reader records a definition in his/her own words and a sentence using the correct meaning of the new word, thus creating his/her individual vocabulary list.

(b) uses vocabulary self-correction strategy, where class selects words they would like to study from a selected text. Students discuss and record both *denotative* and *connotative* meanings of selected words in relation to the text.

(The instructional examples provided in this document are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)

Teacher Notes:

USD #294
Reading Curriculum

Standard 1: Reading

EIGHTH GRADE

Reading: The student reads and comprehends text across the curriculum.

Benchmark 4: The student comprehends a variety of texts (*narrative, expository, technical, and persuasive*)

Eighth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies characteristics of <i>narrative, expository, technical, and persuasive texts</i>. 2. ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) guides students through the creation of a semantic web listing students' prior knowledge of characteristics of <i>technical text</i> (e.g., concise text, steps to follow, directions, procedures, illustrations, diagrams, etc.). Next, the teacher provides students with a variety of specific examples of <i>technical texts</i> (e.g., assembly manual, recipe, memo, e-mail, instructions, web pages, brochures, newsletters, fliers) for students to analyze. Students use the sample texts to fully develop the semantic web and their understanding of characteristics of <i>technical text</i>. This activity could be repeated for <i>narrative, expository, and persuasive</i> texts. <p>(b) provides a compare/contrast chart after students have read two different text types and guides students to complete the charts.</p> 2. (a) provides students with packets containing directions for various household appliances, pamphlets from local extension offices on how to do various activities (e.g., cooking, pruning fruit trees, flower gardening), and directions from several video games. After choosing a pamphlet, the student uses text, heading, and graphics from the pamphlet to summarize and rewrite it in a user friendly format. <p>(b) provides the students with magazines to locate as many text features as possible. The students and teacher discuss why that text feature was selected for that information.</p> <p>(c) models skimming and scanning of a text that contains a variety of text features and discusses their purposes. Students then skim and scan a different text containing similar text features and explain how each feature contributed to their understanding of the text.</p>

USD #294
Reading Curriculum

<p>3. uses prior knowledge, content, and text type features to make, to revise, and to confirm predictions.</p> <p>4. generates and responds logically to literal, inferential, evaluative, synthesizing, and <i>critical thinking</i> questions before, during, and after reading the text.</p> <p>5. ▲uses information from the text to make inferences and draw conclusions.</p>	<p>(d) in social studies, assigns students to locate graphs, tables, and charts which illustrates the national budget. Students identify various text features, such as title, headings, etc. Students use this information to write a summary sentence about the graph.</p> <p>(e) explains to students that chapters in science class contain many text features, such as headings, subheadings, boldface type, pictures/illustrations, bulleted lists, sidebars, etc.</p> <p>3. (a) discusses prior knowledge using example for <i>graphic organizer</i> (concept map).</p> <p>(b) has the students make text-to-self, text-to-text, text-to-world connections.</p> <p>(c) leads the students in a discussion through a narrative or expository passage using the Directed Reading-Thinking Activity. The teacher discusses with the students what they predict the author will say, reads to confirm and revise predictions and responses. The teacher and students discuss the responses and strategies used to confirm predictions.</p> <p>4. (a) models self-directed questioning/discusses question types, then asks each small group to generate a different type of question based on the text just read.</p> <p>(b) has the student use the <i>QAR Framework</i> and poses questions to assist students in their understanding of the text. This process can be used to activate prior knowledge, to make predictions based on illustrations, and to recall important events and details presented in the text.</p> <p>5. (a) encourages students to make inferences or predictions about what could happen in the text after reading a chapter from a novel.</p>
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USD #294
Reading Curriculum

<p>6. ▲ analyzes how text structure (e.g., <i>sequence, problem-solution, comparison-contrast, description, cause-effect</i>) helps support comprehension of text.</p> <p>7. ▲ compares and contrasts varying aspects (e.g., <i>characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques</i>) in one or more appropriate-level texts.</p>	<p>(b) asks students to use a preview/anticipatory guide to predict what will happen next in a reading section. Students then read the story and draw conclusions.</p> <p>(c) models use of discussion web or examples for <i>graphic organizers</i>.</p> <p>6. (a) models to the students that summarizing is restating or translating information into your own words. Then, after reading a "how to" article, the students summarize and list the steps in proper sequence.</p> <p>(b) provides students with a story organizer. As the students read a story, novel, play, or folktale, the students take notes on the <i>graphic organizer</i> containing beginning, middle, and ending information.</p> <p>(c) in social studies, assigns students to work together to create a timeline that describes national events surrounding Kansas' becoming a state.</p> <p>(d) provides students with a Venn Diagram to compare and contrast <i>characters</i> in a text. Students discuss how this structure helps them to understand the story.</p> <p>7. (a) reads folklores aloud to students. The teacher has students compare and contrast two stories. This activity can be used with any novel or short story.</p> <p>(b) and students read two stories. They compare and contrast the two stories looking for similarities and differences. This activity can be used with any novel or short story to compare and contrast characters' traits and motives.</p> <p>(c) in social studies, shows students an example of a civil law suit such as a product safety issue, public health issue, or a local issue and discusses with them the point of view of both sides.</p>
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USD #294
Reading Curriculum

<p>8. ▲ explains <i>cause-effect</i> relationships in appropriate-level <i>narrative, expository, technical, and persuasive texts</i>.</p>	<p>(d) uses say anything strategy to compare and contrast <i>characters'</i> traits and motives.</p> <p>(e) uses informational text outline to compare and contrast ideas and concepts.</p> <p>(f) provides students with sticky notes or flags to mark places in the text related to characters' traits and motives. Students then develop a T-Chart comparing the <i>characters</i> using the marked information.</p> <p>(g) provides the student with a <i>technical piece</i> about assembling a skateboard, bicycle or airplane. The student creates a concept map to identify the concept of physics presented in the <i>technical text</i>.</p> <p>(b) in science or biology, explains that there are many cause-effect relationships. For example, experiments are often performed to test the effects as a result of changing a single variable.</p> <p>(i) in biology, emphasizes that finding a cure for a disease is a problem-solution.</p> <p>(j) in science, has the students compare and contrast the science context from within a science fiction novel to actual science.</p> <p>8. (a) models the use of cause-effect organizers. Students complete the organizer based on passages from multiple text types.</p> <p>(b) directs students to use a yellow highlighter to mark the cause and a green highlighter to mark the effects on a copy of a passage. Students discuss how one cause can have multiple effects.</p>
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USD #294
Reading Curriculum

9. ▲ uses *paraphrasing* and organizational skills to *summarize* information (e.g., stated and implied *main ideas*, main events, important details) from appropriate-level *narrative, expository, technical, and persuasive texts* in logical order.

9. (a) guides students to complete a example for *graphic organizer* after reading a nonfiction essay or newspaper article. The students will place the *topic* and *main idea* in the center circle and will place details that tell more about the *main idea* on spokes going out from the center.

(b) encourages students to visualize the text while reading. This skills should be used throughout all content areas.

(b) provides students with text and students state the *main idea* of a paragraph and give three supporting details.

(c) models how to use and gives the students a example of *graphic organizer* on which to record *main idea* and supporting details after reading a short story in class.

(d) provides an article (e.g., *gravity on the moon*) for students to read with a partner. (While reading the article, one student summarizes the first two paragraphs and the other restates what the first student summarized. Students, then, reverse roles after reading the next two paragraphs.

(e) in social studies, provides primary and secondary information to students to learn about New Deal programs in Kansas. The teacher groups students into small groups. Students share their findings with the class. As a whole group discussion, the students summarize benefits or disadvantages to these initiatives.

(f) helps the students to understand that summarizing is restating or translating information into your own words. Then, after reading a "how to" article, the students summarize and list the steps in proper sequence.

10. ▲ identifies the *topic, main idea(s)*, supporting details, and

USD #294
Reading Curriculum

<p><i>theme(s)</i> in text across the content areas and from a variety of sources in appropriate-level texts.</p> <p>11. ▲ explains the relationship between an author's use of literary devices in a text (e.g., ▲ <i>foreshadowing</i>, ▲ <i>flashback</i>, ▲ <i>irony</i>, ▲ <i>symbolism</i>, ▲ <i>tone</i>, ▲ <i>mood</i>) and his or her purpose for writing the text.</p>	<p>10. (a) models the use of a QAR Organizer.</p> <p>(b) provides students with a <i>narrative</i> and <i>expository text</i>. Students identify which events in the story could have actually happened based upon the <i>main ideas</i> and details learned from the <i>expository text</i>.</p> <p>(c) directs students to read information about a particular project (e.g., Kansas History, sea slugs, hermit crabs, fads, or other topics). The student shares an oral presentation with the class.</p> <p>(d) models the Herringbone Technique answer the questions "Who?", "What?", "When?", "Where?", "How?", and "Why?" questions on an organizer shaped like a fish. The students read to find the main idea and to find answers to the questions. The students write the main idea of the story across the backbone of the fish and on lines stemming out from the fish, they write answers to the questions "Who is the author talking about?", "What did they do?", "When did they do it?", "Where did they do it?", "How did they do it?", and "Why did they do it?"</p> <p>11. (a) assigns students to keep a daily reading log in the reading workshop with a special section set aside for recording examples of literary devices located in the text read for that week. One literary device is introduced each week through mini-lessons and students look for examples in what they read inside and outside of class. At the end of the nine weeks, each student selects the best examples of the devices in the log. These are placed on poster board for the other classes to read. This generates interest in books and a little friendly competition among classes.</p> <p>(b) selects a text that has been adapted to a movie. Excerpts from the movie are used to illustrate literary devices in the text (for example, mood or use of a <i>flashback</i>). Students discuss how the use of the device helps to develop the story.</p> <p>(c) has the students make a text-to-text connection by comparing two</p>
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USD #294
Reading Curriculum

<p>12. establishes purposes for both assigned and self-selected reading (e.g., to be informed, to follow directions, to be entertained, to solve problems).</p> <p>13. follows directions explained in <i>technical text</i>.</p> <p>14. ▲ identifies the author's position in a <i>persuasive</i> text and describes techniques the author uses to support that position (e.g., <i>bandwagon approach, glittering generalities, testimonials, citing statistics</i>, other techniques that appeal to reason or emotion).</p>	<p>pieces of text by the same author. The students compare both pieces to determine the author's style. A discussion then follows as to how the author's style supports their purpose for writing.</p> <p>12. (a) encourages the students to write directions for a "how to" paper (e.g., tie your shoes, make a peanut butter and jelly sandwich, blow up a balloon, etc.). Students trade papers and follow only the directions written to determine the paper's accuracy.</p> <p>(b) gives students titles to books, essays or pamphlets. Students predict and indicate the purpose for reading the text.</p> <p>(c) instructs using the Directed Reading Activity (DRA). Discusses the subject with the students to gather prior knowledge, to introduce new vocabulary, and to discuss the purpose for reading. The teacher helps the students develop logical questions to aid in comprehension of the text. The students and teacher then discuss the skills and developments of the story.</p> <p>13. (a) directs students to read a <i>technical text</i> (making ice cream in a baggie, making paper airplanes, etc.) and follow the directions to complete the task.</p> <p>(b) provides students with a variety of specific examples of <i>technical texts</i> (e.g., assembly manual, recipe, memo, e-mail, instructions, web pages, brochures, newsletters, fliers) for students to analyze. Students use the sample texts to fully develop the semantic web and their understanding of characteristics of <i>technical text</i>.</p> <p>14. (a) directs students to read editorials written by other students regarding school uniforms to determine which point of view each editorial supports.</p> <p>(b) assigns the students to make a list of the persuasive reasons to support their stance on an issue after reading an editorial about school uniforms.</p> <p>(c) encourages students to view commercials and advertisements in</p>
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USD #294
Reading Curriculum

15. ▲ distinguishes between fact and opinion, and recognizes *propaganda* (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.

magazines. The students identify the techniques used to persuade.

15. (a) introduces a mini-lesson modeling samples of statements from a series of advertisements demonstrating fact and opinion. Working in groups, students review enlarged copies of advertisements to determine which statements are facts and which are opinions. Then students develop their own ads for their favorite brand of tennis shoes utilizing both facts and opinions about the shoes. These are enlarged on poster board for the whole class to analyze and to determine the effectiveness of the use of fact and opinion.

(b) provides *expository* or *persuasive texts*. Students complete a fact and opinion chart after reading.

(c) provides the students with advertisements to review and to determine which statements about a product are facts and which are opinions. Then students develop their own ad for the product utilizing both facts and opinions.

(d) in science, explains that facts and opinions are represented. Facts are what is observed and opinion is a personal view about your interpretation regarding what is being observed.

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Teacher Notes:

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USD #294
Reading Curriculum

****NOTE: Students should not be asked to participate in whole class or small group student-by-student, “round-robin” oral reading. This practice does not support fluency or comprehension, and is therefore not recommended.**

Standard 2: Literature

EIGHTH GRADE

Literature: The student responds to a variety of text.

Benchmark 1: The student uses literary concepts to interpret and respond to text.

Eighth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> ▲ describes different aspects of <i>characters</i> (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major <i>characters</i> are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time. ▲ identifies and describes the <i>setting</i> (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the <i>setting</i> and other story elements (e.g., character, plot). 	<p>The teacher...</p> <ol style="list-style-type: none"> <ol style="list-style-type: none"> models <i>graphic organizer</i> examples and provides maps to help students prepare a characterization of a main character. models visualization of character development. models story mapping. <p>(b) after reading a novel in class, has the students go through the chapters looking for character traits. The teacher has the students select two (or more) important characters from the story. In a three-column chart (e.g., left column is titled “Character’s Name”; middle column is titled “Physical Traits”; right column is titled “Personality Traits”), the teacher and students scan the chapters looking for evidence to support the development of characters’ physical and personality traits. The students list this evidence into the columns. Once evidence of traits has been identified, the teacher leads a discussion to determine how the characters were developed and how they changed over time.</p> <ol style="list-style-type: none"> models the use of a <i>graphic organizer</i> example and provides a chart to help students prepare a time <i>setting</i> for a selected novel. shows travel brochures to students. The students create a travel brochure for the <i>setting</i> of a selected text. models story mapping. has the students invent an alternative setting for a story and describe how that might impact the outcome of the story.

USD #294
Reading Curriculum

<p>3. ▲ identifies major and minor elements of the <i>plot</i> (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p> <p>4. recognizes aspects of <i>theme</i> (e.g., moral, lesson, meaning, message, author's ideas about the subject) and recurring <i>themes</i> across works (e.g., bravery, loneliness, loyalty, friendship).</p> <p>5. identifies the use of literary devices (e.g., <i>foreshadowing, flashback, figurative language, imagery, symbolism</i>) in a text and explains how the author uses such devices to help establish <i>tone</i> and <i>mood</i>.</p>	<p>3. (a) models the use of a plot map and provides a map to assist students in preparing a book report.</p> <p>(b) conducts group discussions in literature circles explaining the conflicts in a story. The teacher has the student discuss the author's ideas and how they relate to their own ideas.</p> <p>(c) models story mapping.</p> <p>(d) has the students draw the major events related to the conflict in a story and explain how one event leads to another.</p> <p>4. (a) assigns the students to read a novel. They discuss in cooperative groups the <i>theme</i> of the story and share their perceptions with the entire class.</p> <p>(b) uses say anything strategy to have students share their perception of the story's <i>theme</i> with a partner.</p> <p>(c) models the use of a story map and has students complete a story map.</p> <p>(d) models the use of sticky notes to make notes and mark passages related to the <i>theme</i>.</p> <p>5. (a) assigns students to keep a Double-Entry Reading Log while the teacher reads a novel aloud. Students divide their pages into two parts by drawing a line down the center of the page. On the left-side, students record quotes and/or stage directions that they find especially memorable or signify one of the literary devices. On the right-side, students list the devices such as <i>flashback</i> or <i>figurative language</i> and their responses.</p>
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USD #294
Reading Curriculum

(b) uses a **timeline graphic organizer**, encourages a classroom discussion on how the story might have been different if the author wouldn't have interrupted the plot and gone backward or forward in time during the story.

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Teacher Notes:

Standard 2: Literature

EIGHTH GRADE

Literature: The student responds to a variety of text.

Benchmark 2: The student understands the significance of literature and its contributions to various cultures.

Eighth Grade Knowledge Base Indicators	Instructional Examples
<p>The student...</p> <ol style="list-style-type: none"> 1. identifies common structures and stylistic elements in literature, folklore, and myths from a variety of cultures. 2. compares and contrasts customs and ideas within literature representing a variety of cultures. 3. analyzes distinctive and shared characteristics of cultures through a variety of texts. 	<p>The teacher...</p> <ol style="list-style-type: none"> 1. (a) places students in small groups and assigns each group a folktale from a different culture. In a jigsaw activity (one student from each group joins in a new group where each folktale is represented) students identify common structures and elements of the texts. (b) has students make text-to-self, text-to-text, text-to-world connections with the text. 2. (a) in social studies, uses maps graphs, and databases to help answer questions concerning migration and diffusion during a particular time period. The students decide which types of maps, graphs, and databases would be most helpful in answering the question and present findings. 3. (a) uses a Venn-Diagram to compare and contrast characteristics of cultures after reading stories from different cultures. (b) draws connections to classroom cultural diversity. (c) models ways to recognize strategies used by media to inform, to entertain, and to transmit culture such as advertising, perpetuation of stereotypes, use of visual representations, special effects, and language <p>(The instructional examples provided in this document are only examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</p>

USD #294
Reading Curriculum

Teacher Notes:

(More Reading Curriculum Can Be Found In The English Curriculum)

Including:

Short Stories

Novels

Drama

The Diary of Anne Frank