Fiction	Poetry	Nonfiction Narrative	Informational/ Functional Text	References and Word Knowledge

8.5 The student will read and analyze a variety of fiction (SHORT STORY/NOVEL).
 	
READING SKILLS (RS) 8.5l
Use previewing, activating prior knowledge, and predicting to establish a purpose for reading
 	
PLOT 8.5c
Analyze **plot structure** in order to describe how authors use plot and subplots to create meaning.
• exposition   • initiating event
• rising action   • climax
• falling action   • resolution
 	
RS: Use pictures and titles to predict what will happen
 	
RS: Use graphic organizers to summarize and analyze a text; analyze literary elements of plot, subplot, and climax **8.5d**
 	
Describe how the author uses **conflict** to create meaning
External conflict: 8.5c
    • individual vs. individual
    • individual vs. nature
    • individual vs. society
    • individual vs. supernatural
    • individual vs. technology
Internal conflict: 8.5c
    • individual vs. self
 	
RS: Explain the way conflicts are resolved and unresolved
 	
SETTING 8.5d
Describe how authors use **setting** to create meaning
	Individual teachers may introduce poetry.
	
	However, the grade level decided as a whole, to focus on poetry during the 2nd and 3rd nine-weeks.
		8.5 The student will read and analyze a variety of narrative nonfiction (BIOGRAPHY/ AUTOBIOGRAPHY). 8.5d
		
		Compare and contrast the characteristics of literary forms, including **8.5d**
		• **autobiography**
		• **biography**
		• **memoir**
		• **speech**
		
		Determine an **author's purpose** (persuade, inform, entertain).
		
		READING SKILLS (RS) 8.5l
		Use previewing, activating prior knowledge, and predicting to establish a purpose for reading
		
		PLOT 8.5i
		Determine the sequence of events of the narrative
		
		Describe how the author uses **conflict** to create meaning.
		External conflict:
		    • individual vs. individual
		    • individual vs. nature
		    • individual vs. society
		    • individual vs. supernatural
		    • individual vs. technology
		Internal conflict:
		    • individual vs. self
		
		Identify the **main idea** and **supporting details** of a paragraph, a section of the text, and the text as a whole. **8.5h& i**
			8.6 The student will read and comprehend and analyze a variety of informational texts (ESSAYS, ARTICLES, REFERENCE ENTRIES, WEBSITES) and functional texts (DIRECTIONS, RECIPES, FORMS)
			
			READING SKILLS (RS) 8.6a
			Use previewing, activating prior knowledge, and predicting to establish a purpose for reading
			
			PATTERNS of ORGANIZATION 8.6i
			Use knowledge of text structures to aid comprehension
			
			Recognize **signal words and phrases** that reveal text structure.
			
			SEQUENTIAL OR CHRONOLOGICAL 8.6i
			• **sequence:** details arranged according to the step-by-step order in which they occur (frequently related to a process).
			• **chronological**: details arranged according to the order they happened in time.
			
			RS: Use graphic organizer to summarize text and to organize and synthesize details.
			    • timeline
			    • sequence organizer
			    • story organizer/map
			
			RS: Find or create a main idea statement; summarize text relating supporting details **8.6g and h**
				8.4 The student will apply knowledge of word origins.
				
				• Use **word structure** to determine meaning of words and phrases 8.4c
				
				• Recognize the **relationships among words** related by structure and derivation, such as Example: *polygraph and graffiti* or *carnival and valedictorian* 8.4c
				
				DERIVATIONAL SUFFIXES 8.4c
				Apply understanding of how suffixes change the way the word is used
				• -ist • -ery • -ary
				• -ant • -some
				
				PREFIXES 8.4c
				Apply understanding of how prefixes change meaning
				• con- • petro/petri-
				• over- • some-
				• under-
				
				LATIN AND GREEK ROOTS 8.4c
				Apply understanding of
				    • ultra • viva/vivi
				    • err • mare/mari
				    • hydr • rhino
				    • derm • pend
				    • pter • lith/litho

• time
• place

RS: Formulate questions to clarify and interpret meaning ; make predictions during the reading process **8.5g**

CHARACTER 8.5c
Describe how authors use characters to create meaning.

Understand that **characterization** is the way that an author presents a character and reveals **character traits** through
• What a character does and says.
• What a character thinks.
• How other characters respond to a character.

RS: Analyze the interactions between individuals, events, and ideas in a text **8.5b**

Determine whether a character changes or not as a result of his/her experiences
• **dynamic**: changes during course of and result of story.
• **static**: remains the same.

POINT OF VIEW 8.5c
Differentiate among the types of **point of view** an author uses
• **first person** (identify the character by name)
• **third person omniscient**
• **third person limited** to a narrator or character (identify the character by name)

RS: compare and contrast points of view; explain the effect of the point of view on the overall theme of the text **8.5f**

THEME 8.5c
Determine the **theme** and analyze its development over the course of the text.

RS: infer theme; identify text that leads to inference **8.5b**

RS: Find or create a main idea statement; summarize text relating supporting details **8.5h & i**

SETTING 8.5d
Describe how authors use **setting** (time and place) to provide context

RS: activate prior knowledge to establish context **8.5l**

CHARACTER / SETTING 8.5c
Analyze if a person changes as a result of his/her experiences in the selection.
• **dynamic**: changes during course of and result of events.
• **static**: remains the same.

Use Venn diagram and/or two-column/T-chart to show how a person changes. **8.5f**

RS: analyze how a particular sentence or chapter fits into the overall structure of a text and contributes to the development of the theme, setting, or plot **8.5j**

LITERARY DEVICES 8.5a
Explain the author's use of figurative language in prose.
• **personification**
• **metaphor**
• **simile**
• **hyperbole**

RS: evaluate the author's use of figurative language (what is the effect of the author's choices?) **8.5a**

LISTING OR ENUMERATION 8.6i
• details may be listed in random order, order of importance, or another logical organization

RS: Use graphic organizer to summarize text and to organize and synthesize details.
• outline
• web or cluster

TEXT FEATURES 8.6d
Use knowledge of **text features** to aid comprehension
• boldface/italics type
• underlining
• headings/subheadings
• footnotes
• graphics
• annotations
• sidebars

RS: identify evidence in the text that leads to the inference **8.6b**

AUTHOR'S CRAFT 8.6c
Understand that an author's background and experiences contribute to his/her **viewpoint**.

Recognize how word choice reveals the author's attitude (**tone**) toward his/her subject.

Examine information (details, facts, statistics, examples, opinions) to determine an **author's purpose** (persuade, inform, entertain).

Distinguish between **subjective** and **objective writing**.

RS: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes the development of the ideas. **8.6i**

• theo
• umbr
• cede
• gram
• mort

CONTEXT CLUES 8.4b
Use context to determine meaning of words and phrases.
• direct explanation
• restatement
• definition
• examples

Montgomery County Public Schools
English: Reading Benchmark Standards

Fiction	Poetry	Nonfiction Narrative	Informational/ Functional	References and Word Knowledge

8.5 The student will read and analyze a variety of fiction (SHORT STORY/NOVEL).
 	
PLOT 8.5c
Review plot structure concepts from 1st Quarter
 	
Understand and identify **flashback**; understand the author's use of flashback
 	
Understand and identify **foreshadowing**; understand the author's use of foreshadowing
 	
Identify **cause-and-effect** events from the text
 	
RS: analyze how incidents in the story may propel the action, reveal aspects of character, or provoke a decision
 	
SETTING 8.5d
Review setting concepts from 1st Quarter
 	
Analyze how an author uses setting to create **mood**
 	
Describe how authors use **setting** to reveal character, provide conflict, or simply present a backdrop
 	
RS: infer mood; identify text that leads to inference
 	
CHARACTER 8.5c
Review character and characterization concepts from
	8.5 The student will read and analyze a variety of poetry, primarily focused on NARRATIVE POETRY including ballad and free verse. 8.5e
	
	READING SKILLS (RS) 8.5l
	Use previewing, activating prior knowledge, and predicting to establish a purpose for reading
	
	Poetry Basics: 8.5d
	Identify the following:
	• **stanza**
	• **speaker/narrator**
	• **couplet**
	• **quatrain**
	
	PLOT 8.5c
	Analyze the conflicts in a selection in order to describe how the author uses **conflict** to create meaning
	External conflict:
	  • individual vs. individual
	  • individual vs. nature
	  • individual vs. society
	  • individual vs. supernatural
	  • individual vs. technology
	Internal conflict:
	  • individual vs. self
	
	CHARACTER 8.5c
	Analyze **character development** in order to determine whether the person changes or not as a result of his/her experiences
	
	THEME 8.5c
	Determine the **theme** and analyze its development over the course of the poem.
		8.5 The student will read and analyze a variety of narrative nonfiction (BIOGRAPHY/ AUTOBIOGRAPHY).
		
		PLOT 8.5c
		Review plot structure concepts from 1st Quarter
		
		Understand and identify **flashback**; understand the author's use of flashback
		
		Understand and identify **foreshadowing**; explain the author's purpose for using foreshadowing 8.5b
		
		RS: use information both stated and implied to make inferences and predictions and to draw conclusions about the text; identify evidence in the text that leads to the inference **8.5b**
		
		CHARACTER /SUBJECT 8.5c
		Review character concepts from 1st Quarter
		
		Identify a character's character traits within a text.
			8.6 The student will read comprehend and analyze of a variety of nonfiction/ informational texts. (PERSUASIVE TEXT & INFORMATIONAL ARTICLE)
			
			PATTERNS of ORGANIZATION 8.6f
			Use knowledge of text structures to aid comprehension
			
			Recognize **signal words and phrases** that reveal text structure.
			
			RS: Analyze the author's choice of **detail** by examining relevance, accuracy, placement, thoroughness, and effectiveness.
			
			Identify the **purpose** of the text: to explain how to do something, to give information, to clarify.
			
			CAUSE-EFFECT 8.6j
			• details arranged to show connections between a result and the events that preceded it.
			
			RS: Use graphic organizer to organize, evaluate, and synthesize details.
			• single cause-single effect
			• multiple causes
			• multiple effects
			• cause-and-effect chain
				8.4 The student will apply knowledge of figurative language to extend vocabulary.
				
				FIGURATIVE LANGUAGE 8.4a
				Identify figurative language in nonfiction.
				  • simile
				  • personification
				  • hyperbole
				  • metaphor
				
				8.4 The student will apply knowledge of word origins.
				
				DERIVATIONAL SUFFIXES 8.4c
				Apply understanding of how suffixes change the way the word is used
				• -able • -ment
				• -ible • -ly
				• -ish • -tion/-sion
				
				PREFIXES 8.4c
				Apply understanding of how prefixes change meaning
				• dis- • ex-
				• sub- • en-
				• tri-
				
				LATIN AND GREEK ROOTS 8.4c
				Apply understanding of
				• anti • ology
				• cide • fort
				• tele • struct
				• bio • jud

Column 1

2nd Quarter

Explain why characters make the choices they make and how those choices influence the overall meaning or theme of the work (**motivation**)

RS: explain how a character's traits can help reveal his/her motivation

POINT OF VIEW **8.5c**
Review point of view concepts from 1st Quarter

Explain how the author's choice of point of view contributes to meaning

RS: analyze how different points of view can create such effects as suspense and humor

THEME 8.5c
Analyze how the **conflict** experienced in story can lead the **theme**

RS: infer theme; identify text that leads to inference

LITERARY DEVICES **8.5a**
Explain the author's use of **figurative language**
- **personification**
- **metaphor**
- **simile**
- **hyperbole**

Explain how the author's use of **imagery** contributes to meaning

Explain the author's use of **irony**

RS: evaluate the author's use of words and images

Column 2

RS: infer a character's role in development of theme

LITERARY DEVICES **8.5a**
Explain the author's use of literary devices/figurative language in poetry:

Figurative Language
- **personification**
- **metaphor**
- **simile**
- **hyperbole**

RS: determine the **effect** of these devices within the poem.

Symbol/Symbolism

RS: evaluate the poet's use of symbol and its effect of the overall meaning of the poem

Imagery
- Senses - sight, sound, taste, touch, smell

Word Choice
- Connotation

RS: evaluate the poet's use of words and images (i.e. how does a particular image contribute to the author's meaning; what is the effect of a particular word on the overall meaning of a passage)

Sound Devices
- **onomatopoeia**
- **alliteration**
- **rhyme**
- **rhythm**
- **meter**
- **repetition**

RS: evaluate the **effect** of a particular sound device in a poem

Column 3

RS: explain how a character's traits can help reveal his/her perspective (viewpoint)

AUTHOR'S CRAFT **8.4b & 8.5c & d**
Describe how authors use **tone** to reveal their attitude toward their subject

Define an author's tone; Some vocabulary:

- serious
- satisfaction
- solemn
- disapproving
- sarcastic
- personal
- objective
- impersonal
- enthusiastic
- amusement
- humorous
- admiration
- hostile
- curiosity

RS: identify how author's word choice conveys tone

Column 4

COMPARISON AND CONTRAST **8.6i**
• details arranged to show similarities and differences

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree.

RS: Use graphic organizer to organize and synthesize details
• Venn diagram
• two-column chart

PROCESS **8.6j**
• **sequence:** details arranged according to the step-by-step order in which they occur
• **cause/effect:** details arranged to show connections between a result and the events that preceded it
• Read and follow **instructions** to complete an assigned task

RS: Use graphic organizer to organize and synthesize details
• sequence organizer
• flow chart

RS: Find or create a main idea statement; summarize text relating supporting details **8.6g & h**

Column 5

- therm
- meter
- auto
- scope
- spec
- vis
- graph

NOTE: For each Quarter, use Middle School Scope and Sequence of Affixes and Roots to determine which word parts are new and which are review.

RS: recognize that words have nuances of meaning (figurative language, connotative, and technical), which help determine the appropriate meaning. **8.4b**

RS: determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings **8.4a & e**

Introduce students to PAIRED PASSAGES within a single genre and across genres. 8.5e

Montgomery County Public Schools
English: Reading Benchmark Standards

Fiction	Poetry	Nonfiction Narrative	Informational/Functional	References and Word Knowledge
8.5 The student will read and analyze a variety of fiction (SHORT STORY/NOVEL). *Spiral review of literary concepts from 1st and 2nd Quarters:* • *Plot* • *Setting* • *Character* • *Point of View* • *Theme* *Continue reading skills from 1st and 2nd Quarters* **AUTHOR'S STYLE 8.5f** Understand and analyze elements of an author's **style** • dialogue • sentence structure • language patterns • tone • word choice • imagery **RS:** draw conclusions about the author's style (e.g. why used flashback; why chose literary device) **RS:** connect own background knowledge and personal experience to make inferences and to respond to new information presented in the text **RS:** infer a character's role in the development of plot and theme of a text	**8.5 The student will read and analyze a variety of poetry, primarily focused on NARRATIVE POETRY, including ballad and free verse.** **PLOT 8.5c** Analyze plot structure in order to describe how authors use plot to create meaning • initiating event • rising action • climax • falling action • resolution Understand the author's use of foreshadowing purpose for using foreshadowing **RS:** Use graphic organizers to summarize and analyze a poem; analyze literary elements of plot, conflict, and climax **SETTING 8.5c** Analyze time and place in order to describe how authors use setting to create meaning. **RS:** Use setting to infer the **mood** of a poem **CHARACTER 8.5c** Analyze character development in order to	**8.5 The student will read and analyze a variety of narrative nonfiction. NARRATIVE ARTICLE** *Spiral review of literary concepts from 1st and 2nd Quarters:* • *Plot* • *Setting* • *Character* • *Point of View* • *Theme* *Continue reading skills from 1st and 2nd Quarters* **POINT OF VIEW 8.6c** Identify the author's **viewpoint** (perspective) and/or **bias**. **RS:** recognize an author's use of connotations and persuasive language to convey viewpoint and bias. **CHARACTER/PERSON 8.5c** Understand that a person's character traits are revealed by • What a person does & says. • What a person thinks. • How other people respond to the person. **RS:** make inferences about a person's character based on these.	**8.6 The student will read comprehend and analyze of a variety of nonfiction/ informational texts. (PERSUASIVE TEXT & INFORMATIONAL ARTICLE)** Differentiate between **fact** and **opinion**. **PATTERNS of ORGANIZATION 8.7i** Use knowledge of text structures to aid comprehension Recognize **signal words and phrases** that reveal text structure. Identify the **purpose** of the text. **CONCEPT/DEFINITION 8.6i** • presents general information about a class of persons, places, things, or events Identify concept being defined. Describe distinguishing characteristics and attributes. Identify examples (non-examples) **RS:** Use graphic organizer to organize and synthesize details: • Frayer model • concept map	**8.4 The student apply knowledge of word origins.** **DERIVATIONAL SUFFIXES 8.4c** Apply understanding of how suffixes change the way the word is used • -less • -ing • -vor • -er/or • -al/ial **PREFIXES 8.4c** Apply understanding of how prefixes change meaning • re- • in/im/ir/il- • mis- • in/im- • over- **LATIN AND GREEK ROOTS 8.4c** Apply understanding of • arch • prim/prin/proto • min • rota/volv • phon • mono/uni • dict • carn/corp • port • cycl/orb • phob • anthro/homo/hum • curr/curs/cours • sym/syn • phi/phile **CONTEXT CLUES 8.4b** Use context to determine meaning of words and phrases. • Synonyms • Inference • Antonyms • Signal Words • Contrast

	describe how authors use characters to create meaning.
	
	Identify how character traits are revealed by:
	• What a character does & says
	• What a character thinks.
	• How other people respond to a character.
	
	RS: infer a character's role in the development of plot and theme of a poem
	
	POINT OF VIEW 8.5c
	Differentiate among the type of point of view an author uses
	• first person (identify the character by name)
	• third person omniscient
	• third person limited to a character (identify the character by name)
	
	RS: explain the effect of the point of view on the overall theme of the poem
	
	AUTHOR'S CRAFT 8.5e
	Describe the impact of
	• tone
	• mood
	• voice
		LITERARY DEVICES 8.5d
		Explain the author's use of literary devices/figurative language in prose.
		
		figurative language
		   • **personification**
		   • **metaphor**
		   • **simile**
		   • **hyperbole**
		
		Explain how the author's use of **imagery** contributes to meaning
		
		Explain the author's use of **irony**.
		
		Explain the author's use of **word choice.**
		
		RS: determine the **effect** of these devices within the text.
		
		AUTHOR'S CRAFT 8.5e
		Determine an author's **voice** in a text.
		
		Identify text that shows an author's personality, awareness of audience, and passion for his or her subject.
		
		Explain the impact of the author's voice on the reader
		
		RS: use literary elements and historical context to infer author's intent
			GENERALIZATION 8.6i
			• details arranged to lead the reader to reach a generalization or statement of principle that the author wants to demonstrate.
			
			Identify facts, examples, expert opinions, and statistics that support the generalization or principle.
			
			Summarize and critique text.
			
			RS: Use graphic organizer to organize and synthesize details:
			• web organizer
			• tree organizer
			
			RS: Find or create a main idea statement; summarize text relating supporting details **8.6g & h**
			
			AUTHOR'S CRAFT 8.6d
			Describe how authors use **tone** to create meaning
			
			Define an author's tone: some vocabulary
			
			• serious • satisfaction
			• solemn • disapproving
			• sarcastic • personal
			• objective • impersonal
			• enthusiastic • amusement
			• humorous • admiration
			• hostile
			• curiosity
			
			RS: determine how an author's tone conveys his/her purpose
				DICTIONARY ENTRY 8.4d
				Use definitions to identify the meaning of a word in context.
				
				Use bracketed information in an entry to determine the origin of a word.
				
				Use labels in an entry to know how a word is used in a sentence. (part of speech)

4th Quarter   **Montgomery County Public Schools**   **Grade 8**
English: Reading Benchmark Standards

Fiction	Poetry	Nonfiction Narrative	Informational/Functional	References and Word Knowledge
Spiral Review of 1st, 2nd, and 3rd Quarters **8.5 The student will read and analyze a variety of fiction (i.e. SHORT STORY/NOVEL).** **RS:** infer mood and theme of a text **8.5d**	Students will receive a brief introduction to haiku and limerick as forms of poetry. **Continuing poetry skills** **Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.** **Comparing across genres**	**Spiral Review of 1st, 2nd, and 3rd 9 weeks** **8.6 The student will read and comprehend and analyze a variety of nonfiction texts**	**Spiral Review of 1st, 2nd, and 3rd 9 weeks** **8.6 The student will read and comprehend and analyze a variety of nonfiction texts** Distinguish **fact** from **opinion** in newspapers, magazines, and other printed media **8.6f** • Facts can be proven to be true. • Opinions cannot be proven to be true. **VIEWPOINT 8.6c** **RS:** recognize an author's use of connotations and persuasive language to convey a viewpoint **RS:** analyze how the author acknowledges and responds to conflicting evidence or viewpoints **DRAW CONCLUSIONS 8.6b** **RS:** read several texts on a similar topic and synthesize what is read **RS:** analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g. through comparisons, analogies, or categories).	**8.4 The student will use DICTIONARIES, THESAURUSES, and GLOSSARIES to determine the meaning of unfamiliar words and technical vocabulary.** **WORD REFERENCE MATERIALS 8.4d** • Use thesauruses. • Use glossaries. • Use dictionaries, general and specialized **REFERENCE MATERIALS 8.4d** • Use print and electronic sources as resource tools to locate information in books and articles. • Reference books • Magazine & scholarly journals • Online resources • Educational online resources • Internet resources • Use graphic organizers to organize information • Spreadsheets & databases • Presentation software • File cards • Graphic organizers: flowcharts, Venn diagrams, outlines, time lines, cluster/bubble maps **RS:** discriminate between connotative and denotative meanings and interpret the connotation **8.4e** **CONTEXT CLUES 8.4b** Use context to determine meaning of words and phrases. • Synonyms • Inference • Antonyms • Signal Words • Contrast

| | | | | **8.4 The student will apply knowledge of analogies to extend vocabulary development.**

ANALOGIES
Select another pair of words that demonstrates the same relationship as
• type or example (cinnamon : spice)
• mathematical (three : six)
• association (bow : arrow)
• number (louse : lice)
• operator (car : drive)
• characteristics (glass : breakable)
• degree (pleased :
• ecstatic)

RS: analyze the impact of specific word choices on meaning and tone, including analogies to other texts

DERIVATIONAL SUFFIXES 8.4c
Apply understanding of how suffixes change the way the word is used
• -ette   • -ful
• -nym   • -ness

PREFIXES 8.4c
Apply understanding of how prefixes change meaning
• pre-   • inter-   • non-
• de-   • fore-

LATIN AND GREEK ROOTS 8.4c
Apply understanding of
• manu   • mal
• ped/pod   • aqua   • mater
• geo/terr   • gen   • pater
• miss/mitt   • mega   • cap
• astr/stell   • ject/jet
• chron/temp   • mot/mob
• bene/bon |