

Grade 8 Reading R-8.1	KAS Standard: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. READING STANDARDS FOR LITERATURE	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine the meaning of tone and impact of figurative and connotative words and phrases as they are used in text; analyze the tone and impact of analogies in text.		
What does the student need to know to begin? (pre-requisite skills) 1) understand meaning of figurative language, connotative and technical vocabulary 2) content specific vocabulary <ul style="list-style-type: none"> • prior knowledge of key vocabulary • To compare and contrast words and phrases • identify vocabulary for figurative language, connotative (feelings or images word evokes) words (E.g. synonyms and antonyms) • Identify literal meanings of words • distinguish between an informational text and literature. • understand compare/contrast and same/different concepts and the relationship between them • identify and use context clues 		
What will the student be able to do? (student outcomes) To determine implicit meaning of words as related to tone evoked To identify the writer’s attitude (e.g. playful, formal, angry, tender, etc) through words figurative language (e.g. simile, metaphor and hyperbole, personification, irony) used in the text		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) <ul style="list-style-type: none"> • distinguish positive words and negative words using T-chart • apply emotions to words (e.g. snake – fear; bunny – comfort; earthquake – fear; gentle rain- soothing) • pair multi-sensory activities (e.g. touch, hear, see, smell, & taste) for meanings of words. • Use of Frayer model- (concept maps) (www.tantasqua.org) using pair words with pictures/photos/objects use of semantic maps		
What materials will be needed? Grade level adapted text, variety of informational texts (e.g. newspapers, recipe books, magazines, manuals, news 2 you), Frayer model- (concept maps) (www.tantasqua.org), Websites Coach, Ladders, Workout		

What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 8 Reading R-8.2	KAS Standard: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. READING STANDARDS FOR LITERATURE	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine a central idea of text and analyze its relationship to the character, setting, and plot.		
What does the student need to know to begin? (pre-requisite skills) <ul style="list-style-type: none"> • make initial predictions about the story • content specific vocabulary • sequencing main events in the story • determine relevant information • understand literary elements (e.g. character, plot, setting) in a story • understand supporting ideas <ol style="list-style-type: none"> 1) content specific vocabulary 2) sequencing 3) determine relevant information 4) able to summarize 		
What will the student be able to do? (student outcomes) <ul style="list-style-type: none"> • to be able to determine main idea in story • to summarize a story • Determine how details (e.g. character, plot, & setting) contributed of outcome of story 		

How will you task analyze the skill?

How will you teach this? (SDI, strategies)

- 1) use of graphic organizers
- 2) use of 3-2-1 (or KWL) strategies to determine main idea
- 3) use of repeated story line, repeated reading, familiar concepts
- 4) use of preview text,
- 5) reduce amount of text, use of paraphrase
- 6) use priming, explicit teaching (e.g. I do, we do, & you do)
- 7) use of “get the gist” strategy

What materials will be needed? Grade level adapted text ,visual manipulatives (objects, photos...),Marzano strategies, Story-based lessons steps, Coach & Ladders books, News to you & Weekly Reader, Appendix B from Common Core Standards document

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 8 Reading R-8.3	KAS Standard: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. READING STANDARDS FOR INFORMATIONAL TEXT	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine the meaning of tone and impact of figurative, connotative and technical words and phrases as they are used in text; analyze the tone and impact of allusions to other texts.		
What does the student need to know to begin? (pre-requisite skills) <ul style="list-style-type: none"> • Identify content specific vocabulary (figurative, connotative & technical language) • identify vocabulary for figurative language, connotative (feelings or images word evokes) words (E.g. synonyms and antonyms) • Identify literal meanings of words • Distinguish between an informational text and literature. • Identify and use context clues • To compare and contrast words and phrases • To develop knowledge of figurative, connotative, and technical words and phrases and determine their impact (make something stand out or contribute to tone) on text • Understand meaning of figurative language, connotative and technical vocabulary 		
What will the student be able to do? (student outcomes) Describe emotions based words in text, Identify allusions (indirect references) and impact to other text		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) Compare/contrast two types of text (e.g. presidential biography vs. newspaper article about them), use of graphic organizers, use of semantic maps, pair words with pictures/photos/objects, provide multiple examples (poetry, song lyrics, folk tales, fairy tales...)		
What materials will be needed? Grade level adapted text, Coach & Ladders books, Marzano's vocabulary strategies & Thoughtful Education strategies to use before-during-after strategies		

What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 8 Reading R-8.4	KAS Standard: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. READING STANDARDS FOR INFORMATIONAL TEXT	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine a central idea of text and analyze its relationship to supporting ideas.		
What does the student need to know to begin? (pre-requisite skills) Content specific vocabulary, sequencing, determine relevant information, able to summarize		
What will the student be able to do? (student outcomes)		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) Graphic organizers, 3-2-1 determine main idea, repeated story line, repeated reading, familiar concepts, preview text, adapted text, reduce amount of text, paraphrase, visual manipulatives (objects, photos...), change question format, priming, explicit teaching, “get the gist” strategy, Marzano, ELSB, Coach, Ladders, News to you, Weekly Reader		

What materials will be needed?
What will daily checks for understanding look like (formative assessment)?
What were the outcomes of your practice test (summative assessment)?
Reflections (what worked well, what will you change next time)

Grade 8 Reading R-8.5	KAS Standard: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. READING STANDARDS FOR INFORMATIONAL TEXT	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine an author's purpose and interpret how the author responds to conflicting viewpoints in the text.		
What does the student need to know to begin? (pre-requisite skills) Identify different points of view, recognize supporting evidence from author's point of view, recognize own point of view		
What will the student be able to do? (student outcomes)		
How will you task analyze the skill?		

<p>How will you teach this? (SDI, strategies) Graphic organizers, real world examples that students can relate to, adapted texts, pair photos/pictures/objects with texts, websites (read write think, think link, Slater software, Paul V Sherlock), teach key words that show conflicting viewpoints (“but”, “however”)</p>
<p>What materials will be needed?</p>
<p>What will daily checks for understanding look like (formative assessment)?</p>
<p>What were the outcomes of your practice test (summative assessment)?</p>
<p>Reflections (what worked well, what will you change next time)</p>

<p>Grade 8 Reading R-8.6</p>	<p>KAS Standard: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</p> <p>READING STANDARDS FOR LITERATURE</p>	<p>Accommodations and Supports (Should align with IEP)</p>
<p>KAS-KAAP Content Assessment Standard: Compare and contrast the structure of two texts and identify how it contributes to meaning and style.</p>		
<p>What does the student need to know to begin? (pre-requisite skills) Knowledge of text structure, knowledge of meaning and style, compare/contrast (same/different)</p>		
<p>What will the student be able to do? (student outcomes)</p>		

How will you task analyze the skill?

How will you teach this? (SDI, strategies) Graphic organizers, modeling, use a wide variety of literary and informational texts, use concrete examples, visual and physical supports, identify a set of questions to teach compare/contrast that students can learn to ask or look for regardless of the text

What materials will be needed?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)