



Curriculum Map- Scope and Sequence:
Grade 8 Reading

Saddlebrook Preparatory School

| Purpose of Planning | Unit One Quarter 1/Weeks 1-2 | Unit Two *Quarter 1/Weeks 3-6 | Unit Three *Quarters 1/Weeks 7-9 | Unit Four *Quarter 2/Weeks 10-13 | Unit Five *Quarter 2/Weeks 14-16 |
|---------------------------------|---|--|---|--|---|
| Unit Topic and Overview: | Introductory Unit -Exploring text types: Stories, Poetry, Drama, Nonfiction, Media -Exploring types of nonfiction: Autobiography Biography Essay Speech News/Feature Articles Functional texts -Exploring types of media: Feature Films News Media TV Shows Advertising Web Sites -Reading Strategies: Preview, Set a Purpose, Connect, Use Prior Knowledge, Predict -The Writing Process: Planning/Prewriting Drafting Revising Editing and Publishing | Research Unit Students are introduced to research methods that can help them locate information through a variety of sources. Students will write a research report. | Plot and Conflict: Students will explore how authors use plot and conflict to create stories through the reading of fiction, drama, nonfiction, poetry, and media. | Character and Point of View Students will read and comprehend literature. Students will study character and point of view in fiction, media, nonfiction, and poetry. | Setting and Mood Students will evaluate the setting and mood in fiction, nonfiction, and poetry writing. |



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Curriculum Map- Scope and Sequence:
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| <p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p> | <p>Students should have prior experience with reading the different genres. Students should have written papers analyzing various texts.</p> | <p>Students should have some background information on sources for research. Students should have some experience with writing nonfiction, informational text.</p> | <p>Students should understand the importance of conflict and the different types: internal and external. Students should have some familiarity with plot structure: Exposition, Rising Action, Climax, Falling Action, Resolution</p> | <p>Students should understand point of view. Students should be able to infer characters' motivations.</p> | <p>Students should be able to determine a theme or central idea of a text and analyze its relationship to the characters and setting.</p> |
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| <p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p> | <p>Students demonstrate knowledge by reading examples of the various genres, and using one of those examples as an inspiration for a writing assignment. Students will develop a paper with a meaningful introduction, well-developed ideas, and a powerful ending.</p> <p>*Guiding Themes</p> <p>-What does it mean to belong? -Why does the past matter? -Are people basically good? -What's really important?</p> <p>*Essential Concepts and Questions</p> <p>-Choose a theme and write a well-developed essay on the topic. Be sure to include a meaningful introduction, well-developed ideas, and a powerful ending.</p> | <p>Students will find and narrow a topic; search the internet, use library resources, choose nonfiction sources, evaluate sources, conduct research, and write a final research paper.</p> <p>*Guiding Themes</p> <p>-How can research help me?</p> <p>*Essential Concepts and Questions</p> <p>-How would you prove or disprove your hypothesis for your science fair project?</p> | <p>Students will read a selection and make inferences about what is not directly stated; compare and contrast characters; analyze the plot of a story, and identify the resolution of the conflict. Students will make predictions about what will happen next in a story. Students will identify the sequence in a story; examine the conflicts, and analyze character motivations and subplots.</p> <p>*Guiding Themes</p> <p>-What makes a story worth telling? -What's worth the effort? -Is any plan foolproof? -What makes you suspicious? -Is seeing believing? -When is it Ok to be scared?</p> <p>*Essential Concepts and Themes</p> <p>-Defend the main character's actions in <i>Flush</i></p> | <p>Students will understand the different points of view: first-person, third-person, and third-person omniscient. Students will make inferences about characters' motivations.</p> <p>*Guiding Themes</p> <p>-What Brings a Character to life? -What do you cherish and why? -When is it better not to know? -What shows others who we are?</p> <p>*Essential Concepts and Questions</p> <p>-Determine whether a character is dynamic or static.</p> <p>-When is a risk worth taking? -What are the signs of greatness?</p> | <p>Students will analyze mood. Students will analyze how differences in points of view create effects. Students will compare how authors achieve their purposes in two nonfiction texts. Students will continue to develop reading strategies including predicting, connecting, and setting a purpose for reading. Students will infer characters' motivations</p> <p>*Guiding Themes</p> <p>*Where can imagination take you? -How do you find your purpose?</p> <p>*Essential Concepts and Questions</p> <p>-Determine the mood of one of our reading selections. Justify your reasons for choosing that mood.</p> |
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| <p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p> | <p>Holt McDougal <i>Literature</i> Grade 8</p> | <p>Holt McDougal <i>Literature</i> Grade 8 Various nonfiction texts selected by students to research for their science fair project background paper.</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>Hoot</i> by Carl Hiaasen <i>Flush</i> by Carl Hiaasen <i>The True Confessions of Charlotte Doyle</i> by Avi</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>Flowers for Algernon</i> by Daniel Keyes</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor</p> |
| <p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM MediaSmart DVD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central!</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central!</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM MediaSmart DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD http://www.nature.org/ http://www.npr.org/ Think Central! O' Captain, My Captain! Paul Revere's Ride Raymond's Run</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM MediaSmart DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central! As You Like It! Romeo and Juliet</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM MediaSmart DVD-ROM Grammar Notes DVD-ROM PowerNotes DVD-ROM Audio Anthology CD Audio Tutor CD Think Central! The Monkey's Paw</p> |



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| Instructional Practices: * Various Instructional Modalities, including Technology used | * Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response | * Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response | * Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response | * Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response | * Daily bell work to introduce new concepts or reinforce concepts from the day before. *Lecture with the use of DVD-ROM emphasizing essential questions. *Group Reading and Discussion (Question and answer time). *Daily written response |
| Assessments: *Types and Measurements of Mastery | Informal: Teacher questioning/class discussion Formal: Written Essay After reading several selections which address the essential questions, 80% of students will be able to write an essay answering one of the essential questions. | Informal: Teacher questioning/class discussion Formal: After learning about the research process and completing many practice activities, 80% of students will be able to write a research paper for their science fair projects. -Test | Informal: Teacher questioning/class discussion Formal: Written responses to each selection Test on each selection Timed Writing 80 % of students will be able to select an appropriate topic addressing one of the essential questions to write a personal narrative about and to present orally to the class. Midterm exam | Informal: Teacher questioning/class discussion Formal: Written responses to each selection Test on each selection Timed Writing 80% of students will be able to write a critical review of a movie that addresses one of the essential questions and produce a group "Critics' Debate" to present to the class. | Informal: Teacher questioning/class discussion Formal: Written responses to each selection Test on each selection Timed Writing 80% of the students will be able to write a strong comparison-contrast essay pertaining to one of the essential questions' topics and create a group story discussion blog |



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| <p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p> | <p>Reading/Language Arts Essay writing Students will demonstrate understanding of setting, characters, and conflict (writing) and revision and proofreading (Language Arts) through a written assignment.</p> | <p>Reading/Language Arts/Science/Information Literacy In conjunction with the media center specialist, students will read many forms of nonfiction, write notes and a final research paper on the science fair project of their choice.</p> | <p>Reading/Language Arts/Science Personal narrative writing throughout this unit, as well as proper grammar and spelling rules. <i>Flush</i> interdisciplinary Lesson: Students will read and respond to a variety of materials and form conclusions about the impact of human decisions on the environment. Students will use their writing skills to promote understanding of the importance of protecting the environment. http://www.nature.org/ http://www.npr.org/</p> | <p>Reading/Language Arts Students will use language arts skills to write and present a critical review. Flowers for Algernon Unit</p> | <p>Reading/Language Arts Students will work in groups to create a story discussion blog.</p> |
| <p>Honors Course Differentiation(s):</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> |



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|--|--|---|---|--|--|
| <p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p> | <p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.L6 CCSS ELA-Literacy.RL1</p> | <p>CCSS ELA-Literacy.SL4 CCSS ELA-Literacy.SL6 CCSS ELA-Literacy.L6</p> | <p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.RL5 CCSS ELA-Literacy.RL6 CCSS ELA-Literacy.RL7 CCSS ELA-Literacy.RL10 CCSS ELA-Literacy.SL1 CCSS ELA-Literacy.SL4 CCSS ELA-Literacy.SL6 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L2 CCSS ELA-Literacy.L2a CCSS ELA-Literacy.L3 CCSS ELA-Literacy.L4a CCSS ELA-Literacy.L4b CCSS ELA-Literacy.L4c CCSS ELA-Literacy.L5b CCSS ELA-Literacy.L6</p> | <p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.RL6 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L1C CCSS ELA-Literacy.L4b CCSS ELA-Literacy.L5a CCSS ELA-Literacy.L5b CCSS ELA-Literacy.L6</p> | <p>CCSS ELA-Literacy.RL1-3 CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.RL6 CCSS ELA-Literacy.RL10 CCSS ELA-Literacy.RI1 CCSS ELA-Literacy.RI3 CCSS ELA-Literacy.RI4 CCSS ELA-Literacy.RI6 CCSS ELA-Literacy.SL1 CCSS ELA-Literacy.SL1a-d CCSS ELA-Literacy.SL2 CCSS ELA-Literacy.SL4-5 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L2 CCSS ELA-Literacy.L2a CCSS ELA-Literacy.L2a CCSS ELA-Literacy.L3 CCSS ELA-Literacy.L3a CCSS ELA-Literacy.L4 CCSS ELA-Literacy.L4b-d CCSS ELA-Literacy.L5a-b CCSS ELA-Literacy.L6</p> |
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| Integrated CCSS Writing Standards (List): *See Below for Links | CCSS ELA-Literacy.W7 CCSS ELA-Literacy.W8 | CCSS ELA-Literacy.W2 a-f CCSS ELA-Literacy.W4 CCSS ELA-Literacy.W5 CCSS ELA-Literacy.W8 CCSS ELA-Literacy.W7 CCSS ELA-Literacy.W9b CCSS ELA-Literacy.W10 | CCSS ELA-Literacy.W1 CCSS ELA-Literacy.W2 CCSS ELA-Literacy.W2b CCSS ELA-Literacy.W3 a-e CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy.W10 | CCSS ELA-Literacy.W1a-e CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy.W10 | CCSS ELA-Literacy.W2 a-f CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy.W5 CCSS ELA-Literacy.W6 CCSS ELA-Literacy.W8-9 CCSS ELA-Literacy.W9a-b CCSS ELA-Literacy.W10 |
| Links to CCSS/NGSSS Curriculum Standards: | The following links will be used to incorporate the CCSS and other applicable standards: <ul style="list-style-type: none"> • The Common Core State Standard expectations in grade 8, • The K-12 English LA and Content Area Writing Standards • The K-12 Reading Standards • The K-12 Mathematics Standards • The K-12 NGSSS Science & Social Studies Standards | | | | |
| Purpose of Planning | Unit Six *Quarter 2 /Weeks 17-18 | Unit Seven *Quarter 3/Weeks 19-23 | Unit Eight *Quarter 3/Weeks 24-27 | Unit Nine *Quarter 4/Weeks 28-31 | Unit Ten *Quarter 4/Weeks 32-36 |
| Unit Topic and Overview: | Informational Text Argument and Persuasion: Students will learn about the different types of informational text | History, Culture, and the Author: Students learn how history and culture shape an author's perspective. | Style, Voice, and Tone: Students will learn how authors use words, literary devices, and other elements to demonstrate their personal style. | Poetry: Students learn about different types of poems and the different parts of a poem. | Theme and Symbol Recurring themes Universal Themes Symbols: Students will learn about many different universal themes, and how they are the focus of many stories, poems, and plays. |



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| <p>Prerequisite Student Knowledge *What should students have previously mastered prior to this unit?</p> | <p>Students should understand the difference between fiction and nonfiction and know that informational text is nonfiction. Students should recognize that many forms of text are designed to persuade others.</p> | <p>Students should understand that an author's background will influence the writer's plot and theme.</p> | <p>Students should understand that the structure of a text contributes to its meaning and style.</p> | <p>Students should have some familiarity with figurative language.</p> | <p>Students should understand that all stories have a theme.</p> |
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| <p>Essential Knowledge & Student Expectations *What are the anticipated learning outcomes for students?</p> | <p>Students will determine a central idea of a text and analyze its development over the course of a text. Students will analyze the structure of a text. Students will determine an author’s point of view or purpose in a text. Students will distinguish between fact and opinion, and provide an objective summary of a text. Students will use text features to comprehend and locate information. Students will read and comprehend technical directions. Students will interpret and evaluate graphic aids.</p> <p>*Guiding Themes -Whom can you believe? -What is your dream job? -Why do people seek danger?</p> <p>*Essential Concepts and Questions Do you agree with the author’s point of view in <i>Eragon</i>?</p> | <p>Students will identify and analyze influence of writer’s background on plot and theme. Students will identify and analyze historical and cultural context of selections and their effects on plot and theme. Students will analyze author’s purpose.</p> <p>*Guiding Themes -What shapes who we are? -Where do we get our values? -How do you know what’s right? -What can you learn from a job? -How can we fight injustice?</p> <p>*Essential Concepts and Questions -Determine how the historical period influenced the theme of <i>The Pearl</i></p> | <p>Students will compare and contrast style. Students will identify and analyze voice, irony, and tone, including the impact of specific word choices on tone.</p> <p>*Guiding Themes -What is style? -Who is the real you? -How do you make decisions? -Why do we exaggerate?</p> <p>*Essential Concepts and Questions -Contrast the style of two authors of your choosing from this unit. Evaluate the authors’ use of voice, irony, tone, and word choice.</p> | <p>Students will identify and analyze figurative language. Students will identify sound devices. Students will identify, analyze, and compare rhyme schemes. Students will identify and compare themes. Students will identify and analyze rhythm and meter and their effects. Students will compare poetic form and structure.</p> <p>*Guiding Themes -What makes a poem? -How can words create pictures? -Does beauty matter? -Can you be rich without money? -What is good advice? -When do you feel most free?</p> <p>*Essential Concepts and Questions -Analyze the impact of word choice on meaning using one of our reading selections as an example. -</p> | <p>Students will identify and interpret symbols. Students will determine and analyze theme. Students will determine, analyze, and compare universal themes. Students will write a short story. Students will collaborate to produce a video. –</p> <p>*Guiding Themes What are life’s hidden messages? -What makes something priceless? -What gives meaning to simple things? -What impact will you have on the world?</p> <p>*Essential Concepts and Questions -Choose a universal theme used in a reading selection and support or disprove the author’s ability to explain it.</p> |
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| <p>Anchor Text and Supplemental Texts *Illustrate texts used, and how students' knowledge builds across units.</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>Eragon</i> by Philip Reeve</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>The Pearl</i> by John Steinbeck</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>Kira-Kira</i> by Cynthia Kadohata</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>A year Down Yonder</i> by Richard peck <i>The Black Pearl</i> by Scott O'Dell</p> | <p>Holt McDougal <i>Literature</i> Grade 8 <i>The Diary of Anne Frank</i> <i>Night</i> by Elie Wiesel</p> |
| <p>Multi-Media Links: *Videos, presentations, any and all supplemental online material.</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM MediaSmart DVD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central!</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM MediaSmart DVD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central!</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM MediaSmart DVD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central!</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM MediaSmart DVD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central!</p> | <p>Teacher One Stop DVD-ROM Student One Stop DVD-ROM PowerNotes DVD-ROM WriteSmart CD-ROM MediaSmart DVD-ROM Grammar Notes DVD-ROM Audio Anthology Audio Tutor CD Think Central!</p> |



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| Assessments: *Types and Measurements of Mastery | Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment; a midterm exam; a persuasive essay; 80% of the students will be able to write a procedural text, communicating information in a precise way with an orderly format. | Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment; 80% of the students will be able to choose an event from history and write a cohesive five paragraph essay about its cause and effect. | Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment; students will write a literary analysis of a text of their choosing. 80% of the students will be able to share how an author used literary elements to make a particular text meaningful or enjoyable to them. Students will also present a response to literature. | Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment. 80% of students will produce their own poetry addressing one of the essential questions. | Informal: Teacher questioning/class discussion Formal: short written responses to each selection; short writing assignments; tests on each selection; timed writing assignment; final exam. 80% of the students will be able to write a short story addressing one of the essential questions. Final exam |



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| <p>Interdisciplinary Lessons & Projects: *State additional content areas and title all lesson(s) and project(s)</p> | <p>Reading/Language Arts/Science/History Students will write a procedural text utilizing knowledge from the fields of science and history. Students will also present an instructional speech to the class.</p> | <p>Reading/Language Arts/History Students choose an event from history and write a cohesive five paragraph essay about its cause and effect. Students will present a power point presentation on their chosen topic.</p> | <p>Reading/Language Arts Students will demonstrate their ability to analyze text through their response to a piece of literature. They will utilize their language arts skills to write concisely using appositives and appositive phrases.</p> | <p>Reading/Language Arts/History/Science Students' poetry writing will include knowledge from other content areas in order to address the chosen question. Reading/Language Arts/History Henry Wadsworth Longfellow's poetry: <i>An American Bard</i> Students will engage in numerous activities to help place Longfellow's poetry in the context of his life and times. http://www.nps.gov/long/</p> | <p>Reading/Language Arts Students will utilize their language arts skills in writing a short story. Students will also work in groups to produce a video.</p> |
| <p>Honors Course Differentiation(s):</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> | <p>N/A</p> |



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| <p>Integrated Common Core or NGSS Standards (List): *See Below for Links</p> | <p>CCSS ELA-Literacy.RI1 CCSS ELA-Literacy.RI2-3 CCSS ELA-Literacy.RI4-5 CCSS ELA-Literacy.RI6 CCSS ELA-Literacy.RI7 CCSS ELA-Literacy.RI8-9 CCSS ELA-Literacy.SL3 CCSS ELA-Literacy.SL4 CCSS ELA-Literacy.SL6 CCSS ELA-Literacy.L1a CCSS ELA-Literacy.L2b CCSS ELA-Literacy.L2a CCSS ELA-Literacy.L3 CCSS ELA-Literacy.L4a CCSS ELA-Literacy.L4b CCSS ELA-Literacy.L4c CCSS ELA-Literacy.L4d</p> | <p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL2 CCSS ELA-Literacy.RL3 CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.SL4-6 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L2 CCSS ELA-Literacy.L2a CCSS ELA-Literacy.L3 CCSS ELA-Literacy.L4c CCSS ELA-Literacy.L5b</p> | <p>CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.RL5 CCSS ELA-Literacy. RI1-4 CCSS ELA-Literacy.SL4 CCSS ELA-Literacy.SL6 CCSS ELA-Literacy.L1 CCSS ELA-Literacy.L2a CCSS ELA-Literacy.L3 CCSS ELA-Literacy.L5c CCSS ELA-Literacy.L6</p> | <p>CCSS ELA-Literacy.RL1 CCSS ELA-Literacy.RL2 CCSS ELA-Literacy.RL4 CCSS ELA-Literacy.RL5 CCSS ELA-Literacy.SL1c CCSS ELA-Literacy.SL5 CCSS ELA-Literacy.L2c</p> | <p>CCSS ELA-Literacy. RL1 CCSS ELA-Literacy. RL2 CCSS ELA-Literacy. RL4 CCSS ELA-Literacy. RL5 CCSS ELA-Literacy. RL9 CCSS ELA-Literacy. RL10 CCSS ELA-Literacy L1 CCSS ELA-Literacy L1a CCSS ELA-Literacy L1b CCSS ELA-Literacy L2 CCSS ELA-Literacy L2C CCSS ELA-Literacy L3a CCSS ELA-Literacy L4b-d CCSS ELA-Literacy.SL1 CCSS ELA-Literacy.SL1a-b CCSS ELA-Literacy.SL5-6</p> |
| <p>Integrated CCSS Writing Standards (List): *See Below for Links</p> | <p>CCSS ELA-Literacy.W1a-e CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W4 CCSS ELA-Literacy.W5 CCSS ELA-Literacy.W7 CCSS ELA-Literacy.W8 CCSS ELA-Literacy.W9a-b CCSS ELA-Literacy.W10</p> | <p>CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy.W7 CCSS ELA-Literacy.W9b CCSS ELA-Literacy.W10</p> | <p>CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy.W9 CCSS ELA-Literacy.W10</p> | <p>CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W4-8 CCSS ELA-Literacy.W10</p> | <p>CCSS ELA-Literacy.W2a-f CCSS ELA-Literacy.W2 CCSS ELA-Literacy.W3a-e CCSS ELA-Literacy.W4-5 CCSS ELA-Literacy.W6 CCSS ELA-Literacy.W10</p> |



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**Links to CCSS/NGSSS
Curriculum
Standards:**

The following links will be used to incorporate the CCSS and other applicable standards:

- The [Common Core State Standard](#) expectations in **grade _8_**,
- The [K-12 English LA and Content Area Writing Standards](#)
- The [K-12 Reading Standards](#)
- The [K-12 Mathematics Standards](#)
- The [K-12 NGSSS Science & Social Studies Standards](#)

