

## **I. PHILOSOPHY**

The PSSA Reading course of the Pine Grove Area School District has been structured to systematically review the anchor reading concepts including the meaning of unfamiliar words, the organization of text, the comprehension of literature including fiction, nonfiction, poetry and drama, and the writing of well-developed content appropriate to the topic. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

## **II. CORE CONCEPTS**

1. Quality of Writing - Ability to write using well-developed content appropriate for the topic
2. Text Organization - Ability to identify facts and opinions, comparison and contrast, the flow of text including cause and effect, problem and solution, sequence, headings and graphics, and main idea and details
3. Reading, Analyzing and Interpreting Literature - Ability to identify different types of literature, the literary elements of character, setting plot for both fiction and non-fiction, and the theme of the literature
4. Learning to Read Independently - Ability to figure out word meanings and figurative language
5. Reading, Analyzing and Interpreting Literature - Ability to identify, read, analyze, and interpret drama and poetry
6. Characteristics and Functions of the English Language - Ability to identify words from other languages and to identify word meanings that have changed over time

### **III. COURSE OF STUDY**

A. Course Name: PSSA Reading

B. Grade Level: Grade 8

C. Length of Course: Full year

1. Frequency: 30 days per school year

2. Duration: 44 minutes

D. Academic Level: Grade 8 (Basic and Below Basic PSSA students)

E. Credits: 0.333

F. Prerequisites: None

G. Course Description:

The PSSA reading course will prepare basic and below basic students for the PSSA reading exam given by the state of Pennsylvania. Practice questions and the answers to the questions will be discussed to ensure that students can find the correct answer and why those answers are correct. Modifications will be made for those students who need additional assistance.

IV. CONTENT: PSSA Reading Grade 8

CORE CONCEPT 1: Quality of writing

MAJOR OBJECTIVE: Ability to write using well-developed content appropriate for the topic

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.8</b> Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>• Employ the most effective format for purpose and audience.</li> <li>• Write paragraphs that have details and information specific to the topic and relevant to the focus.</li> </ul>	<p>Teacher will guide students to:</p> <p>Employ the most effective format for a specific purpose and audience.</p> <p>Write paragraphs that have details and information specific to the topic and relevant to the focus.</p>	<p>Teacher evaluation of:</p> <p>Oral questions &amp; answers</p> <p>Student performance during writing activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.5.8</b> Write with a sharp, distinct focus. Identify topic, task, and audience. Establish a single point of view.</p>	<p>Teacher will guide student to:</p> <p>Identify topic, task, and audience.</p> <p>Establish a single point of view.</p>	<p>Teacher evaluation of:</p> <p>Oral questions &amp; answers</p> <p>Student performance during writing activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 1: Quality of writing

MAJOR OBJECTIVE: Ability to write using well-developed content appropriate for the topic

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.8</b> Present and/or defend written work for publication when appropriate.</p>	<p>Teacher will guide students to:</p> <p>Present and/or defend written work for publication as appropriate.</p> <p>Evaluate constructed response samples.</p> <p>Understand the scoring rubric used by the state of Pennsylvania as well as sample constructed responses.</p> <p>Evaluate sample responses.</p>	<p>Teacher evaluation of:</p> <p>Partner projects</p> <p>Whole class discussion</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 1: Quality of writing

MAJOR OBJECTIVE: Ability to write using well-developed content appropriate for the topic

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.8</b> Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"><li>• Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li><li>• Establish topic and purpose in the introduction.</li><li>• Reiterate the topic and purpose in the conclusion.</li></ul>	<p>Teacher will guide students to:</p> <p>Write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.</p>	<p>Teacher evaluation of:</p> <p>Student performance as it relates to the Pennsylvania Reading Assessment Rubric</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.5.8</b> Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"><li>• Use different types and lengths of sentences.</li><li>• Use tone and voice through the use of precise language.</li></ul>	<p>Teacher will guide students to:</p> <p>Write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.</p>	<p>Teacher evaluation of:</p> <p>Student performance as it relates to the Pennsylvania Reading Assessment Rubric</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 1: Quality of writing

MAJOR OBJECTIVE: Ability to write using well-developed content appropriate for the topic

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.8</b> Revise writing after rethinking logic of organization and rechecking central idea, content, paragraph development, level of detail, style, tone and word choice.</p>	<p>Teacher will guide students to:</p> <p>Write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.</p>	<p>Teacher evaluation of:</p> <p>Student performance as it relates to the Pennsylvania Reading Assessment Rubric</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.5.8</b> Edit writing using the conventions of language.</p> <ul style="list-style-type: none"><li>• Spell common, frequently used words correctly.</li><li>• Use capital letters correctly.</li><li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes).</li><li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li><li>• Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</li></ul>	<p>Teacher will guide students to:</p> <p>Write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.</p>	<p>Teacher evaluation of:</p> <p>Student performance as it relates to the Pennsylvania Reading Assessment Rubric</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 2: Text Organization

MAJOR OBJECTIVE: Ability to identify facts and opinions, comparison and contrast, the flow of text including cause and effect, problem and solution, sequence, headings, and graphics, and main idea and details

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.8</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>Differentiate fact from opinion utilizing resources that go beyond traditional text (e.g., newspapers, magazines and periodicals) to electronic media.</li> </ul>	<p>Teacher will guide students to:</p> <p>Identify statements of fact, opinion, utilizing sources that go beyond traditional text.</p>	<p>Teacher evaluation of:</p> <p>Student performance during fact and opinion activity</p> <p>Oral question and answer</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.2.8</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>Make inferences about similar concepts in multiple texts and draw conclusions.</li> </ul>	<p>Teacher will guide students to:</p> <p>Cite evidence from the text to support generalizations.</p>	<p>Teacher evaluation of:</p> <p>Student performance during inference and conclusion activity</p> <p>Teacher observation</p> <p>Oral question and answer</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 2: Text Organization

MAJOR OBJECTIVE: Ability to identify facts and opinions, comparison and contrast, the flow of text including cause and effect, problem and solution, sequence, headings, and graphics, and main idea and details

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.2.8</b> Read and understand essential content of informational texts and documents in all academic areas. <ul style="list-style-type: none"><li>Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.</li></ul>	Teacher will guide students to:  Distinguish between essential information and nonessential information across a variety of texts while identifying stereotyping and exaggeration where present through the use of all content area material.	Teacher evaluation of:  Student performance during inference and conclusion activity  Teacher observation  Oral question and answer  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 2: Text Organization

MAJOR OBJECTIVE: Ability to identify facts and opinions, comparison and contrast, the flow of text including cause and effect, problem and solution, sequence, headings, and graphics, and main idea and details

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.8</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>• Make inferences about similar concepts in multiple texts and draw conclusions.</li> </ul>	<p>Teacher will guide student to:</p> <p>Make inferences about similar concepts in multiple texts and draw conclusions.</p>	<p>Teacher evaluation of:</p> <p>Student performance during text organization activity</p> <p>Teacher observation of whole group and small group work</p> <p>Oral question and answers</p> <p>Completion of Venn diagram</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.2.8</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>• Evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy and thoroughness.</li> </ul>	<p>Teacher will guide student to:</p> <p>Evaluate text organization to determine purpose.</p>	<p>Teacher evaluation of:</p> <p>Student performance during text organization activity</p> <p>Teacher observation of whole group and small group work</p> <p>Oral question and answers</p> <p>Completion of Venn diagram</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 2: Text Organization

MAJOR OBJECTIVE: Ability to identify facts and opinions, comparison and contrast, the flow of text including cause and effect, problem and solution, sequence, headings, and graphics, and main idea and details

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.2.8</b> Identify and use common organized structures and graphic features to comprehend information.	Teacher will guide student to:  Use common organizational structures and graphic features to comprehend information.	Teacher evaluation of:  Student performance in selecting and using the appropriate graphic organizer to demonstrate understanding of key information	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials
<b>PA Standard 1.2.8</b> Read and understand essential content of informational texts and documents in all academic areas.	Teacher will guide the student to:  Identify and summarize the main idea of a passage and to identify and interpret relevant supporting details.	Teacher evaluation of:  Student performance during summarization activity  Teacher observation of whole group and small group work  Oral question and answer period  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 3: Reading, Analyzing and Interpreting Literature

MAJOR OBJECTIVE: Ability to identify different types of literature, the literary elements of character, setting plot for both fiction and non-fiction, and the theme of the literature

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.3.8</b> Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.	Teacher will guide students to:  Compare character actions, motives, dialogue, emotions/feeling traits, and relationships among characters within or across fiction or literary non-fiction text.	Teacher evaluation of:  Student performance  Teacher observation  Oral question and answer  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 4: Learning to Read Independently

MAJOR OBJECTIVE: Ability to figure out word meanings and figurative language

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.8</b> Use knowledge of root words as well as context clues and glossaries to understand specialized vocabulary in the content areas during reading. Use these words accurately in speaking and writing.</p>	<p>Teacher will guide students to:</p> <p>Apply knowledge of root words and context clues to understand specialized vocabulary in content areas during reading.</p>	<p>Teacher evaluation of:</p> <p>Student performance of basic strategies application</p> <p>Students during oral question and answer</p> <p>Students during whole group and small group instruction</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.1.8</b> Expand a reading vocabulary by identifying and correctly using idioms and words with literal and figurative meanings. Use a dictionary or related references.</p>	<p>Teacher will guide students to:</p> <p>Expand a reading vocabulary by identifying and using words with literal and figurative meanings.</p> <p>Use a dictionary or related reference.</p>	<p>Teacher evaluation of:</p> <p>Student performance of reading vocabulary</p> <p>Students during oral question and answer</p> <p>Students during whole group and small group instruction</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 5: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Ability to identify, read, analyze, and interpret drama and poetry

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.3.8</b> Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character.	Teacher will guide students to:  Analyze drama to determine the reasons for a character's actions taking into account the situation and basic motivation of the character.	Teacher evaluation of:  Student performance in analyzation of drama  Students during oral question and answer  Students during whole group and small group instruction  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 5: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Ability to identify, read, analyze, and interpret drama and poetry

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.3.8</b> Read and respond to nonfiction and fiction including poetry and drama.	Teacher will guide students to:  Identify character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within or across fiction or literary non-fiction text as it relates to drama.	Teacher evaluation of:  Student performance in analyzation of drama  Students during oral question and answer  Students during whole group and small group instruction  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 5: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Ability to identify, read, analyze, and interpret drama and poetry

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.8</b>                      A. Analyze the effect of various literary devices.</p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole, allusion).</li> </ul>	<p>Teacher will guide students to:</p> <p>Analyze the effect of literary devices.</p>	<p>Teacher evaluation of:</p> <p>Student performance of literature analysis</p> <p>Students during oral question and answer</p> <p>Students during whole group and small group instruction</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.3.8</b>                      Respond and analyze the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).</p>	<p>Teacher will guide students to:</p> <p>Respond and analyze to the effects of sound and poetry (e.g. alliteration, rhyme, and structure in verse form).</p>	<p>Teacher evaluation of:</p> <p>Student performance of literature analysis</p> <p>Students during oral question and answer</p> <p>Students during whole group and small group instruction</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 5: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Ability to identify, read, analyze, and interpret drama and poetry

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.3.8</b> Read and respond to nonfiction and fiction including poetry and drama.	Teacher will guide students to:  Read and respond to nonfiction and fiction including poetry.	Teacher evaluation of:  Student response to poetry  Students during oral question and answer  Students during whole group and small group instruction  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 6: Characteristics and Functions of the English Language

MAJOR OBJECTIVE: Ability to identify words from other languages and to identify word meanings that have changes over time

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.7.8</b> Describe the origins and meanings of common, learned and foreign words used frequently in English language (e.g., carte blanche, faux pas).	Teacher will guide students to:  Students to describe the origins and meanings of common, learned and foreign words used frequently in English language.	Teacher evaluation of:  Student ability understand meanings of words  Students during oral question and answer  Students during whole group and small group instruction  Independent activities  Partner and group activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 8

CORE CONCEPT 6: Characteristics and Functions of the English Language

MAJOR OBJECTIVE: Ability to identify words from other languages and to identify word meanings that have changes over time

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.7.8</b> Identify new words that have been added to the English language over time.	Teacher will guide students to:  Identify new words that have been added to the English language over time.	Teacher evaluation of:  Student ability to identify words that have evolved over time  Students during oral question and answer  Students during whole group and small group instruction  Independent activities  Partner and group activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

**V. EXPECTED LEVELS OF ACHIEVEMENT**

- A. Students are expected to reach the passing level of achievement in PSSA Reading Grade 8. These skills include all of those noted in the specific content area of this curriculum.
  
- B. A student's progress will be evaluated on a proficient or basic basis.
  
- C. Each student's grade will be determined at the conclusion of each semester.