

8th Grade Supplemental Reading

For each unit of study, students will read an additional text to supplement their understanding of the Key Concept and Statement of Inquiry.

Aim

- develop a lifelong interest in reading
- engage with text from different historical periods and a variety of cultures

You can choose a book of interest, which meets the following criteria:

1. The book level is at or above your reading level (consider your MAP Lexile).
2. The book is one you have not read within the last 3 years.
3. The content of the book is a challenge for you, inspiring deeper thinking or understanding of the world in which you live.
4. Relates clearly to the Key Concept and Statement of Inquiry for the current unit of study.

You should read various genres and types of books. Consider reading a kind of book that you have never tried before or a book from/about a different country or culture.

Books MUST be approved by Ms. Fargo or Mrs. Feucht before you begin reading.

Project

After you read and before completing the summative assessment for the unit, you will share your book with the class. You can produce text in many different ways. Consider creating:

- an essay
- a poster
- a speech presentation (like Google Slides or Prezi)
- an online poster (like Padlet or Canva)
- a diorama or piece of art with an explanation of your work attached
- If you have a different idea for a project, just ask!

You should summarize the book for us, connect the book to the Key Concept and Statement of Inquiry, and make a personal connection to the text. You should also compare/contrast that book to a movie, another text that you have read recently, or the text we read together for the current unit.

Your work must be original (only images and writing created by you).

Criterion A: Analyzing

iv. interpret similarities and differences in features within and between genres and texts.

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	iv. interprets few similarities and differences in features within and between genres and texts.	
3-4	iv. interprets some similarities and differences in features within and between genres and texts.	
5-6	iv. competently interprets similarities and differences in features within and between genres and texts.	
7-8	iv. perceptively compares and contrasts features within and between genres and texts.	

Self-Assessment:

Reason for self-assessment:

Teacher Assessment:

Teacher Assessment:

Criterion C: Producing Text

i. produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process

Achievement Level	Level Descriptor	Specific Requirements
0	The student does not reach a standard described by any of the descriptors below.	
1-2	i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideas	
3-4	i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas	
5-6	i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas	
7-8	i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas	

Self-Assessment:

Reason for self-assessment:

Teacher Assessment:

Teacher Assessment: