Unit 7 Reading: Reading Analytically Across Modes/Texts/Genres

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **5-6 Weeks**
Status: **Published**

Brief Summary of Unit

Students will read texts in a variety of formats (novel excerpts, short stories, poems, essays, scripts, etc.) in order to recognize the similarities within and across genres and themes. Students will also analyze various ways in which authors might explore similar ideas but express their themes in unique and nuanced ways. Finally, students will analyze ways in which the work's format contributes to meaning and impacts the reader.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

July 2022

Pacing Guide

Please refer tothis Language Arts Reading and Writing Workshop Pacing Guide for grade 8 Advanced.

Standards

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated

content-based standards listed below.

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.2	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.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	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.
LA.RI.8.5	Analyze the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.
LA.RI.8.6	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.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.RI.8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
LA.RI.8.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
LA.W.8.9.A	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.1.B	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.8.4.B	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
LA.L.8.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
LA.L.8.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking

	the inferred meaning in context or in a dictionary).
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5.A	Interpret figures of speech (e.g., verbal irony, puns) in context.
LA.L.8.5.B	Use the relationship between particular words to better understand each of the words.
LA.L.8.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
LA.L.8.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- How do “craft moves” by writers impact a reader?
- How do writers convey lessons and messages to their readers?
- How might two seemingly different works (for example, a poem and a story or a fiction and a nonfiction piece) express similar ideas?
- What can readers look for in order to determine a theme in literature?
- What should a skilled reader look for when reading in order to maximize his/her understanding of the text?
- Why do some many literary works deal with the same theme(s)?

Enduring Understandings

- A work’s format can play a role in how it impacts the reader
- Authors might explore similar ideas but may not always have the same message to impart
- Common or universal themes exist across a wide range of literary works
- Different modes of writing may express similar themes
- Language can be used both literally and figuratively
- Most texts have an underlying message (or messages) for the reader to discover and apply
- Readers can use the “signposts” as a guide for finding theme in a literary work
- Readers consider other texts they have read when encountering new literature
- Some writers include references or symbols to deepen a reader’s understanding of a text
- Writers make deliberate choices in how to present text; awareness of these and their impact can help readers gather the most meaning from a text

Students Will Know

- Common or universal themes found in literature
- Different types of figurative language: simile, metaphor, personification, hyperbole
- Features of different types of texts (example: how a script looks and functions compared with a short story; how a poem differs from a story, etc.)

- Methods for identifying themes in text
- The “signposts” for reading fiction
- The different ways signposts can be “strung together” in a textin order to develop a theme
- The interrelationship between a topic, a main idea, and a theme
- The meaning of symbolism and how a symbol may contribute to meaning
- The points of view that exist in literature and how they differ from one another
- What a theme is
- What an allusion is and how allusions work in a text

Students Will Be Skilled At

- Annotating text
- Comparing and contrasting texts
- Discussing literature with teachers and peers
- Expressing theme as both a general idea and a specific statement
- Identifying allusions, symbols, and figurative language found in texts and analyzing their impact on the overall meaning
- Identifying themes in literary works
- Reading text independently with fluency and comprehension
- Selecting appropriate pieces of text as support and including it when writing about theme
- Using a variety of reading strategies when encountering challenging texts

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by benchmark assessments. Follow up diagnostic assessments may be used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

In addition to the “possible assessments” provided in the Learning Plan section, teachers may consider the performance tasks listed below:

Formative Assessments

- Responses to Essential Questions
- Self-Assessment (Reading Inventory)
- Model "Ways to Write About Reading"

- Teacher-generated "writing about reading" options
- Peer conferences/Partner Reading Time
- Large and Small-Group Discussion
- Whole group mini-lessons (model reading strategies)
- Accountable Talk
- Turn and talks
- Reading Responses on Post-its/Stop and Jots
- Reading Responses in Journals/Notebooks
- Quick-Writes about Reading
- Interactive Read Aloud Reading responses, written and oral (Thinkaloud and Close Reading)
- Exit tickets or Do Nows
- Engagement Observations
- Reading Logs and Reading Surveys
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Text and Video analysis
- Read increasingly complex text by monitoring student self-selection of leveled text
- Small Group Strategy Reading group work
- Knowledge of domain-specific vocabulary
- Grade-Level Engagement Rubric for Verbal and Non-Verbal Participationt
- Collected Annotations

Summative Assessments including Alternative Assessments:

- Book Talk (written script and oral presentation)
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Vocabulary/Word Study Assessments
- Presentations
- Performance- and project-based learning
- Personalized, student-designed assessments

Benchmark Asessments

- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Fountas and Pinnell Benchmark Assessment, Running Records
- Benchmark Grade-Level Reading and Writing Assessments align with New Jersey Student Learning Standards and NJSLA, Researched Simulated Task

- Accountable Talk
- Allusion Quiz
- Brief written responses done in a “Reader’s Notebook” or separately (to be turned in)
- Entrance and exit tickets

Learning Plan

The Middle School Language Arts/Literacy program encompasses reading literature and informational text, speaking and listening and enhancing language skills (spelling, grammar, and vocabulary). The understandings and skills of each strand of the New Jersey Student Learning Standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum. Teachers may engage in two whole-class, closely-studied community readings per year, not to exceed four weeks each.

Reading instruction is literature-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include read-alouds/alongs, shared reading, guided reading, independent reading, small group strategy instruction, one-to-one conferencing, and partnership or book club discussions. Reading Workshop provides students with the necessary tools to communicate orally, read and comprehend print, and write with clarity and purpose for a variety of audiences. Individual conferences with each student will address specific needs of the reader. Students will select from authentic literature at their independent and instructional reading levels.

Lessons should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses 'think alouds' when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Writing/Student Conferences: Provides time for students to do independent writing while teacher confers with individual students, works with small groups, or writing clubs*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

This class establishes a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of high school-level reading. Additionally this unit requires the progressive development of reading comprehension so that students advancing are able to gain more from whatever they read. Students will read a diverse array of classic and contemporary literature and gain a greater appreciation of the various literary genres through a careful study of plot, character, setting, point of view, and theme. Genres may include but not limited to the following; novels, short stories, print and electronic articles, picture books, songs/lyrics, media clips, drama, poetry, folk tales, and fables.

Throughout this class, students will read challenging informational texts in a range of subjects. Informational text can be seen as a type of nonfiction. Informational text conveys facts about the natural or social world; crafted by an expert in the field to an audience of lay people; includes specialized features such as headings and technical jargon. Students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective while acquiring needed skills and strategies.

Please refer to the Middle School ELA, Grade 8 Folder for specific lessons and materials for Word Study.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Teachers must refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources.

Instructional Materials

- "Lamb to the Slaughter (Roald Dahl): http://lewebpedagogique.com/anglais/wp-content/blogs.dir/16/files/lamb-to-the-slaughter.pdf (link to short story)
- "Marigolds" (Eugenia Collier): http://www.middletownhs.org/ourpages/auto/2014/9/22/50352103/Marigolds.pdf (link to story)
- "On Turning Ten" (Billy Collins): http://crismoreclassroom.weebly.com/uploads/8/7/0/2/87026758/u2_life_frighten_se.pdf (link to poem)
- "The Lottery" (excerpts) (Shirley Jackson): http://ew.com/article/2016/10/11/the-lottery-graphic-novel-shirley-jackson-excerpt/ (link to excerpts from graphic novel)
- "The Lottery" (Shirley Jackson): http://fullreads.com/literature/the-lottery/5/ (link to short story)
- "The Tell-Tale Heart" (Edgar Allan Poe): http://cvms.canfield.k12.oh.us/web/canf_mxc/PDF/Tell_Tale_Heart.pdf (link to short story)
- "The Wilderness of Childhood" (Michael Chabon): http://www.nybooks.com/articles/2009/07/16/manhood-for-amateurs-the-wilderness-of-childhood/ (link to essay)
- Classroom library (with varied genres and levels) for independent reading
- Link to video on point of view: https://www.flocabulary.com/unit/point-of-view/
- Links to videos on irony: -http://ed.ted.com/lessons/situational-irony-the-opposite-of-what-you-think- christopher-warner -http://ed.ted.com/lessons/in-on-a-secret-that-s-dramatic-irony-christopher-warner

Teacher Resources

- Link to a list of universal themes: https://www.thoughtco.com/common-book-themes-1857647
- Notice and Note, Beers and Probst

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a format (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Take frequent breaks
- Modify the length and quantity of assignments to fit individual student's abilities and needs.
- Supply study guide questions, graphic organizers, and access to class notes.
- Individualize reading choices based on ability (reading level), readiness, and choice through extensive classroom library
- Use an alarm to help with time management
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework
- Provide discreet steps in a process; elminate unnecessary steps, as needed.
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech-to-text function on computer

Adhere to all modifications and accomodations as prescribed in IEP and 504 plans.

Individual conferences with each student will address specific needs of the reader.