Unit 1 Reading: Reflecting on “Reading Life” and Preparing for a “Reading Future”

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **1-2 Weeks**
Status: **Published**

Brief Summary of Unit

Students will assess themselves as “readers” and reflect on the role reading has played in their lives to date. They will create a “Reading Timeline” as a visual representation of the texts that have impacted them since early childhood and learn about how reading can have lasting impacts. They will also prepare for the work of reading during this school year by setting both quantitative and qualitative goals for themselves and by considering the ways readers find material, track their progress, plan for future reading, and build stamina.

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.

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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.

Essential Questions

- How can I find the books that will engage me?
- How can reading impact us at both the physiological and psychological levels?
- What books have impacted me in my life?
- What is the value in belonging to a "community of readers"? How can we develop this community in our classroom?
- What is the value of goal-setting?
- Who am I as a reader? Why is it important for me to know this?
- Why do we read?

Enduring Understandings

- Finding the "right text" can turn a "reluctant reader" into a "motivated reader"
- It can be beneficial to know your "identity" as a reader
- Readers often plan for their future reading
- Readers reflect on their past reading and make plans for future reading
- Readers tend to thrive more when belonging to a "community"
- Reading can impact our brain and influence our life choices
- Reading is a highly individualized activity
- Setting and adjusting goals is an important "life skill"

Students Will Know

- Different criteria used to select appropriate texts ("BOOKMATCH"): book length, ordinary language, organization of text, knowledge prior to reading, manageable text, appeal to genre, topic appropriateness, connection, high-interest)
- Different genres found in literature and characteristics of each
- Several components of a "book talk" and the purpose of giving one
- The potential impacts reading can have on a person
- The purpose of a timeline

Students Will Be Skilled At

- Conducting a "self-assessment" on their reading habits and preferences
- Delivering a "book talk" to an audience
- Discussing their reading habits and preferences with others
- Maintaining a system for tracking their reading
- Making a timeline to chart information chronologically
- Reading text independently with fluency and comprehension
- Selecting appropriate texts on their own
- Setting quantitative and qualitative goals for future reading; monitoring and revising goals as needed

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
- Viewing students' Biblionasium accounts
- 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 Participation

Summative Assessments including Alternative Assessments:

- Reading Notebooks using grade-level text questions
- Book Talk (written script and oral presentation)
- Timeline containing “impactful texts”
- Running Records
- 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
- Benchmark Grade-Level Reading and Writing Assessments align with New Jersey Student Learning Standards and NJSLA

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

For Use with Students During Learning Plan

- Article: “How Books and Television Affect Your Brain Differently: “https://journal.thriveglobal.com/how-books-and-television-affect-your-brain-differently-according-to-science-82c3b14f789b
- Article: “How Reading Transforms Us”: https://www.nytimes.com/2014/12/21/opinion/sunday/how-writing-transforms-us.html
- http://search.ebscohost.com/ (link to Ebsco database)
- https://www.biblionasium.com/#tab/content-fall-winter (link to Biblionasium, an Online Reading Community)
- Libraries for student use (classroom, school, and local public)
- Novelist K-8 (site accessed through Ebsco)

- Open a World of Possible: Real Stories About the Joy and Power of Reading (ed. Lois Bridges): https://www.scholastic.com/worldofpossible/sites/default/files/open-a-world-of-possible-ebook_0.pdf
- Possible Anchor Charts (Independent Reading Is/Is Not, Habits of Effective Readers, BOOKMATCH)
- Reader's Notebook (Marble Composition Book)
- Reading Inventory (teacher-created)

Teacher Resources

- http://www.readwritethink.org/classroom-resources/lesson-plans/bookmatch-scaffolding-independent-book-1172.html (link to BOOKMATCH lesson and handout)