# Dec. SW Gr.8 Read. Launching

Content Area: **English**
Course(s): **Language Arts**
Time Period: **December**
Length: **6-8 Weeks**
Status: **Published**

## Unit Overview

The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

## Enduring Understandings

Students will: ■ Develop an understanding of themselves as readers; ■ Develop habits of mind for engaging with a variety of texts; ■ Learn and apply the expectations and routines for active participation in a reading community; ■ Self-select appropriate texts and apply self-monitoring skills; ■ Cite textual evidence to support analysis of text; ■ Determine themes or central idea(s) of a text; ■ Analyze story elements and their role in fiction; ■ Use a variety of strategies to determine the meaning of challenging words and phrases in a text; ■ Analyze the impact of word choices on meaning and tone; ■ Analyze how the structure of texts supports meaning; ■ Utilize multimedia sources to support understanding of a topic; ■ Apply comprehension strategies to increase proficiency in understanding complex texts across fiction, poetry, and nonfiction; ■ Prepare for and engage in a range of collaborative conversations to deepen their own and others' understanding of texts; ■ Write routinely to process their thinking about texts; and ■ Set and monitor goals for themselves as readers. The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

## Essential Questions

What is Readers' Workshop?

How do good readers read and interpret a variety of texts?

## Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: What Is Reading Workshop? uses “Companion” by Manjush Dasgupta from This Same Sky by Naomi Shihab Nye (Ed.) and How Reading Changed My Life by Anna Quindlen. Rationale: Reading workshop is a time to learn and grow as readers. Students will reflect on their own reading histories to understand their reading identities and begin to build a reading community. Common Core State Standards: RL.8.10, SL.8.1, RL.8.1, RI.8.1 Skills and Strategies: Using Schema, Making Inferences, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Readers Are Active Thinkers uses 145th Street: Short Stories by Walter Dean Myers. Rationale: Readers are active thinkers as they read, using a variety of comprehension strategies to support understanding. Students will learn about the tools and expectations of reading workshop. Common Core State Standards: RL.8.1, RI.8.1, RL.8.3, RL.8.10, SL.8.1, W.8.10 Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences, Synthesizing

Lesson 3: Crafting a Reading Life uses 145th Street: Short Stories by Walter Dean Myers. Rationale: Readers choose different books for different purposes. Readers are individuals with various strengths, challenges, and interests. Students will use their own identities to select well-matched texts across genres. Common Core State Standards: SL.8.1, RL.8.1, RL.8.2, RL.8.3, RL.8.10 Skills and Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension, Making Inferences, Synthesizing

Lesson 4: Building Reading Stamina uses Cars on Mars: Roving the Red Planet by Alexandra Siy. Rationale: Readers cultivate habits that help them overcome obstacles as they are reading. Students will notice and react to new information as they read to help them understand their reading more deeply. Common Core State Standards: RI.8.1, RI.8.3, RI.8.4, RI.8.5, RI.8.10 Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences, Visualizing, Text and Genre Features/Structure Mentor Texts 145th Street: Short Stories by Walter Dean Myers Cars on Mars: Roving the Red Planet by Alexandra Siy Guys Read: Funny Business by Jon Scieszka (Ed.) How Reading Changed My Life by Anna Quindlen Knock at a Star by X. J. Kennedy and Dorothy M. Kennedy (Eds.) This Same Sky by Naomi Shihab Nye (Ed.)

Lesson 5: Using Strategies to Understand Complex Text uses Cars on Mars: Roving the Red Planet by Alexandra Siy. Rationale: Readers know what it feels like to understand what they read. Students will pay attention when meaning breaks down and use strategies to help clarify their understanding, especially with complex text. Common Core State Standards: RI.8.1, RI.8.2, RI.8.4, L.8.4, RI.8.10, W.8.10 Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Visualizing, Finding Word Meaning (Vocabulary)

Lesson 6: Combining What You Know With the Text uses “Your Question for Author Here” by Kate DiCamillo and Jon Scieszka from Guys Read: Funny Business by Jon Scieszka (Ed.). Rationale: Readers bring what they know or have experienced to their reading. Students will activate their prior knowledge about the genre, author, and topic before reading and combine their prior knowledge with the clues in the text to infer meaning as they read. Common Core State Standards: RL.8.1, SL.8.1, RL.8.2 Skills and Strategies: Using

Schema, Making Inferences, Text and Genre Features/Structure, Engaging in Discussion/Collaborating

Lesson 7: Growing Ideas Through Conversation uses "Your Question for Author Here" by Kate DiCamillo and Jon Scieszka from Guys Read: Funny Business by Jon Scieszka (Ed.). Rationale: Readers synthesize how their thinking develops from the beginning to the end of a text to infer themes or big ideas. Students will grow ideas by talking with other readers and using evidence from the text. Common Core State Standards: RL.8.1, RL.8.2, SL.8.1, RL.8.3, RL.8.4, W.8.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Text and Genre Features/ Structure, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Engaging With Complex Text Through Conversation uses "The Pen" (p. 14), "Freedom" (p. 27), and "Lamento" (p. 28) from This Same Sky: A Collection of Poems from around the World by Naomi Shihab Nye (Ed.). Rationale: Readers read complex texts closely. They infer meaning from the writer's language choices and analyze ideas across texts. Students will benefit from building on each other's thinking to take meaning to a deeper level. Common Core State Standards: RL.8.1, RL.8.2, RL.8.4, SL.8.1, RL.8.5, RL.8.10 Skills and Strategies: Making Inferences, Synthesizing, Using Schema, Engaging in Discussion/Collaborating

Mini-Lessons

Lesson 1: Setting Goals for Ourselves as Readers uses students' individual reading goals and a mentor text and anchor chart from a previous lesson for modeling strategies. Rationale: Readers set goals to support their individual growth. Students will reflect on their learning in order to set goals and make plans for themselves. Common Core State Standards: RL.8.10, RI.8.10, SL.8.1 Skill and Strategy: Monitoring and Repairing Comprehension

Lesson 2: Making Reading Plans uses How Reading Changed My Life by Anna Quindlen. Rationale: Readers are always prepared with books to read next; they have a plan for keeping new reading ideas at hand. Students will consider how to generate ideas for reading. Common Core State Standards: RL.8.10, RI.8.10 Skill and Strategy: Text and Genre Features/Structure

Lesson 3: Expanding Our Reading Worlds uses 145th Street: Short Stories by Walter Dean Myers. Rationale: Readers share books that they love and expect to get recommendations from other readers. Students will understand the importance of book recommendations and create meaningful book talks. Common Core State Standards: RL.8.2, SL.8.1, RL.8.10, RI.8.10 Skills and Strategies: Determining Importance, Synthesizing, Text and Genre Features/Structure, Speaking to Communicate, Listening and Responding

Lesson 4: Exploring Conflict in the World of Fiction uses 145th Street: Short Stories by Walter Dean Myers. Rationale: Readers of fiction consider the types of conflict that are developed in a text. Readers pay attention to the character's actions and thoughts as well as how the character deals with events and other characters. Students will analyze internal and external conflicts in fiction. Common Core State Standards: RL.8.1, RL.8.2,

RL.8.3, RL.8.10, W.8.10 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 5: Talking About Fiction uses "Your Question for Author Here" by Kate DiCamillo and Jon Scieszka from Guys Read: Funny Business by Jon Scieszka (Ed.). Rationale: Readers of fiction notice characters, setting, plot, and themes as they read. They deepen their understanding of fiction by sharing their thinking about these elements through discussions with each other. Students will formulate topics for conversation and discuss with partners to further their comprehension of stories. Common Core State Standards: RL.8.1, RL.8.2, RL.8.3, RL.8.4, SL.8.1, RL.8.10 Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Questioning, Making Inferences, Determining Importance, Finding Word Meaning (Vocabulary), Listening and Responding, Engaging in Discussion/ Collaborating

Lesson 6: Meeting Challenges in Reading Nonfiction uses Cars on Mars: Roving the Red Planet by Alexandra Siy. Rationale: Readers expect challenges in reading to learn new information. They carefully examine all the clues that writers provide to help them gain knowledge. Students will examine how writers' language choices convey their messages. Common Core State Standards: RI.8.1, RI.8.4, RI.8.10, L.8.4 Skills and Strategies: Monitoring and Repairing Comprehension, Using Schema, Visualizing, Making Inferences, Finding Word Meaning (Vocabulary)

Lesson 7: Determining What's Important in Nonfiction uses Cars on Mars: Roving the Red Planet by Alexandra Siy. Rationale: Readers sift and sort through the information in nonfiction texts to understand how important ideas are developed. Students will determine important ideas and details that support major concepts. Common Core State Standards: RI.8.1, RI.8.2, RI.8.10, W.8.10 Skills and Strategies: Determining Importance, Questioning, Making Inferences, Using Schema, Visualizing

Lesson 8: Expanding Content Knowledge Using Other Media uses Cars on Mars: Roving the Red Planet by Alexandra Siy and media about the Mars Exploration Rovers. Rationale: Readers gain information from multiple sources, including visual texts. Students will identify additional information they need and use multimedia sources to supplement the understanding derived from written texts. Common Core State Standards: RI.8.1, RI.8.7, RI.8.10 Skills and Strategies: Visualizing, Text and Genre Features/Structure, Using Schema, Questioning

Lesson 9: Relating Form and Content in Poetry uses "There was an old person from Skye" by Edward Lear and "Childhood" by Frances Cornford from Knock at a Star by X. J. Kennedy and Dorothy M. Kennedy (Eds.) and "Grandmother" by Sameeneh Shirazie from This Same Sky by Naomi Shihab Nye (Ed.). Rationale: Readers of poetry recognize how poets use different structures to convey their thoughts and emotions. Students will notice how the structure of a poem impacts the feelings and ideas that are conveyed. Common Core State Standards: RL.8.1, RL.8.2, RL.8.5, RL.8.10 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Visualizing

Lesson 10: Reflecting on Reading Goals uses all of the mentor texts from the unit, sample student work, and students' reflections on their reading work and goals. Rationale: Readers reflect on their goals in order to gain

insight into their habits and behaviors as readers. Students will present evidence to support their reflections on their goals and set new goals. Common Core State Standards: RL.8.10, RI.8.10 Skills and Strategies: Monitoring and Repairing Comprehension, Synthesizing

## Integration of Career Readiness, Life Literacies and Key Skills

| | |
|---|---|
| 9.2.8.CAP | Career Awareness and Planning |
| 9.4.8.CI | Creativity and Innovation |
| 9.2.8.CAP.2 | Develop a plan that includes information about career areas of interest. |
| 9.2.8.CAP.3 | Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. |
| 9.2.8.CAP.4 | Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. |
| 9.4.8.CI.4 | Explore the role of creativity and innovation in career pathways and industries. |
| 9.4.8.CT | Critical Thinking and Problem-solving |
| 9.4.8.DC.1 | Analyze the resource citations in online materials for proper use. |
| 9.4.8.DC.2 | Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). |

## Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

| | |
|---|---|
| 8.1.8.CS.4 | Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. |

## Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.

- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

IEP and 504 accommodations will be utilized.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

**Additional Benchmarks used in this unit:**

Writing Samples

Linkit testing 3 times a year.

Aimsweb

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Discussion

Teacher observation

worksheets

projects

teacher made tests

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Unit assessments

## Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

145th Street Short Stories by Walter Dean Myers Cars on Mars: Roving the Red Planet by Alexandra Siy Guys Read: Funny Business by Jon Scieszka (Ed.) How Reading Changed My Life by Anna Quindlen Knock at a Star by X. J. Kennedy and Dorothy M. Kennedy (Eds.) This Same Sky by Naomi Shihab Nye (Ed.)

## Standards

| | |
|---|---|
| LA.RL.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.RL.8.2 | Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. |
| LA.RL.8.3 | Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. |
| LA.RL.8.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| LA.RL.8.5 | Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. |
| LA.RL.8.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |
| 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.8.7 | 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.8.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.W.8.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| 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.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. |