

Unit 1 READING - *Ownership and Agency*

Overview

Teachers launch readers workshop in the classroom with a focus on responsibility, independence, and reflection, establishing classroom routines and procedures. This includes student and teacher responsibilities for mini-lessons, reading conferences, preparation, planning, accountable talk, and use of the class library. As students choose and read “just right” books purposefully, teachers move them from talking about reading to writing about reading. Reading response journals will be an integral part of instruction and assessment as students learn how and why readers set goals. Another major portion of the unit is student collaboration where they will learn to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. Goal setting will cover a variety of areas such as book choice, stamina, talking and writing about reading, and reading with purpose.

Reading Skills: Summarizing, Envisioning, Predicting
21st Century Capacities: Reflection, Collective Intelligence

Stage 1 - Desired Results

<p>ESTABLISHED GOALS/ STANDARDS</p> <p>CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.RL.8.3 Analyze how particular lines of dialogue or</p>	<p style="text-align: center; background-color: #D9D9D9; margin-bottom: 5px;">Transfer:</p> <p><i>Students will be able to independently use their learning in new situations to...</i></p> <ol style="list-style-type: none"> 1. Choose and read a variety of genres and texts with purpose, engagement, and enjoyment. (Reflection) 2. Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence) 3. Generate and capture ideas to pursue in future writing about reading. (Reflection) <p style="text-align: center; background-color: #D9D9D9; margin-bottom: 5px;">Meaning:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px solid black; padding: 5px; vertical-align: top;"> <p>UNDERSTANDINGS: <i>Students will understand that:</i></p> <ol style="list-style-type: none"> 1. Readers monitor their comprehension and use strategies when meaning breaks down. 2. Readers reflect on and question the text, </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> <p>ESSENTIAL QUESTIONS: <i>Students will explore and address these recurring questions:</i></p> <ol style="list-style-type: none"> A. How do readers share their thinking? What is the impact? B. How do I choose books that matter and make me think? </td> </tr> </table>	<p>UNDERSTANDINGS: <i>Students will understand that:</i></p> <ol style="list-style-type: none"> 1. Readers monitor their comprehension and use strategies when meaning breaks down. 2. Readers reflect on and question the text, 	<p>ESSENTIAL QUESTIONS: <i>Students will explore and address these recurring questions:</i></p> <ol style="list-style-type: none"> A. How do readers share their thinking? What is the impact? B. How do I choose books that matter and make me think?
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<p>incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p>consider different perspectives, and examine author’s message.</p> <p>3. Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>4. Unit Focus: Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.</p>	<p>C. Unit Focus: How do readers set goals to enhance their reading experiences, expertise, skills and stamina? (building a reading life)</p>
Acquisition:		
<p>CCSS.ELA-LITERACY.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.</p> <p>CCSS.ELA-LITERACY.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.</p>	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Vocabulary: Stamina, Accountable Talk, Analysis, Reflection, Perseverance, Summarizing, Envisionment, Prediction 2. Signposts 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Choosing “just right” books. 2. Using accountable talk in discussions with partners and small groups. 3. Using reading logs, checklists and inventories to set goals for reading. 4. Coming into the classroom prepared for instruction. 5. Using independent reading time to read and collect ideas. 6. Summarizing text; analyzing a scene and creating a response to envision it; and making predictions based on textual evidence.