



Grade 8 - Unit 1 - Workshop Launch

Unit Focus

We launch workshop in the classroom with a focus on agency and reflection, establishing classroom routines and procedures. This will include student and teacher responsibilities for mini-lessons, reading conferences, preparation, planning, accountable talk, and use of the class library and LMC. As students choose and read age/level appropriate books purposefully, we'll move them from talking about reading to writing about reading. This launch unit also establishes motivation and engagement in reading as we model and encourage students to take responsibility for selecting books, at home reading and writing about their reading. Students will read outside the classroom on a regular basis to continue building agency, engagement, and stamina.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none"> Common Core <ul style="list-style-type: none"> English Language Arts: 8 <ul style="list-style-type: none"> Reading Literature <ul style="list-style-type: none"> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS.ELA-LITERACY.RL.8.1) 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. (CCSS.ELA-LITERACY.RL.8.4) Writing <ul style="list-style-type: none"> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1– 3 above.) (CCSS.ELA-LITERACY.W.8.4) 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. (CCSS.ELA-LITERACY.SL.8.1) 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. (CCSS.ELA-LITERACY.SL.8.1.A) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (CCSS.ELA-LITERACY.SL.8.1.C) 	<i>Students will be able to independently use their learning to...</i> T1 Choose and read across genres and texts for specific purposes. T2 Listen, exchange, evaluate, and build upon ideas. T3 Provide clarity and refinement of ideas for a specific audience or purpose (inform, persuade, entertain).	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers make inferences about a text by using text evidence to support their thinking. U2 Readers ask and answer questions to deepen understanding and promote further thinking. U3 Readers and writers engage in respectful discourse to consider multiple perspectives and become independent thinkers, all while suspending judgment. U4 Readers and writers express their thinking clearly and build on the ideas of others.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 How do people/characters, events, and ideas develop within the text? Q3 How do readers and writers collaborate to come to a new understanding or position about a topic? Q4 What process do effective speakers use to prepare and present information to a variety of audiences?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 inferring is the use of background knowledge and text evidence to develop ideas.	<i>Students will be skilled at...</i> S1 developing deeper ideas that are supported with text evidence.

Stage 1: Desired Results - Key Understandings

- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. *(CCSS.ELA-LITERACY.SL.8.1.D)*
- 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. *(CCSS.ELA-LITERACY.L.8.4)*
- 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. *(CCSS.ELA-LITERACY.L.8.4.A)*
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). *(CCSS.ELA-LITERACY.L.8.4.B)*
- Language
- 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. *(CCSS.ELA-LITERACY.L.8.6)*

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- Awareness: Examining current performance critically to identify steps/strategies to persist. *(POG.4.1)*
- Decision Making: Make responsible decisions, based on potential outcomes. *(POG.4.2)*

K2 conversation can be used as a tool to deepen your understanding or thinking about a topic.

K3 Vocabulary: Comma, Stamina, Analysis, Reflection, Reading Response, Pace, Morphology, Prefix, Root, Base, Suffix, Morpheme, inter-

S2 expressing their thinking clearly and effectively to their peers.

S3 recognizing morphemes hold their own individual meaning.