



READING ZONE

Course Description:

This class invites you to find the right books for you, the ones that fit you, the ones that YOU choose. This class offers you the time to read those books in an environment devoted to just that: finding the Reading Zone where everything else disappears but you and the story. You will have the means to listen to and provide reviews, talk over your impressions and get recommendations for the next trip you take in pages. You'll write responses to your books, you'll conference with your instructor about them, and you'll discuss them with classmates.

Grade Level: 7th and 8th Grade

Unit Scope and Sequence

- Unit 1:** What is Reading Zone?
- Unit 2:** So Many Choices - Book Selection
- Unit 3:** Genres and Shared Reading
- Unit 4:** Reading Research
- Unit 5:** Building Community Through Reading

Course Enduring Understandings:

- Strong, fluent readers read often and a lot by speaking, reading, and collaborating.
- Readers explore reading genres and choose books of interest.

Course Essential Questions:

- Why is collaboration important for growth as a reader?
- What reading opportunities are available in the community?

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UNIT 1: WHAT IS READING ZONE?

In this unit, students will learn how reading makes readers. Frequent voluminous, happy experiences with books - preferably in a room that's filled with good ones and in the company of a teacher who knows how to invite and sustain a love of stories - is the way to teach and learn reading for a lifetime.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
The only way to become a strong, fluent reader is to read often and a lot.	- What is Reading Zone? - How do I learn to read for a lifetime?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Their environmental needs. - Classroom and library organization. - Their goals as a reader.	- Develop a preference for authors, genres and characters. - Choose in their personal reading from a large assortment of titles. - Set goals and track progress in a reading log. - Reflect on their past reading habits and make future goals for the semester.

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (8.RL.1, 8.RI.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.RL.1.A, 8.RI.1.A).
- Word Meaning
 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (8.RL.1.B, 8.RI.1.B).
- Theme
 - Determine the theme(s)/central idea of a text and analyze the development over the course of the text (8.RL.1.D, 8.RI.1.D).

Speaking and Listening: Collaborating (8.SL.1)

- Conversations
 - Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed (8.SL.1.A).

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UNIT 2: SO MANY CHOICES...BOOK SELECTION

In this unit, students will learn ways to discover books they will enjoy. Finding a just right book or the next great read is a challenge for many readers. Students will experience various ways to select a book. The goal is to help them explore reading genres and choose books of interest.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- Students read for many reasons including new ideas, self-improvement, entertainment, and relaxation. - Readers should choose books that are just right for them. - Good readers build reading stamina.	- How does self-selection impact your growth as a reader? - What tools are available to aid in book selection? - What are award-winning books?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Reading Zone is a time for students to learn and grow as readers. - Readers set goals to enhance their reading lives. - Readers develop reading communities to support their reading goals.	- Select appropriate texts for independent reading and monitor for understanding and enjoyment. - Engage in collaborative and purposeful conversations about texts to deepen their understanding and appreciation. - Demonstrate the ability to access “the next read” through technology, librarians, and online/in-person communities.

Missouri Learning Standards
Approach texts as a reader by comprehending and interpreting texts (8.RL.1, 8.RI.1). - Evidence/Inference - Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.RL.1.A, 8.RI.1.A). - Word Meaning - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (8.RL.1.B, 8.RI.1.B). - Theme

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UNIT 2: SO MANY CHOICES...BOOK SELECTION

- Determine the theme(s)/central idea of a text and analyze the development over the course of the text (8.RL.1.D, 8.RI.1.D).

Approach texts as a researcher by synthesizing / comparing / contrasting ideas from multiple texts (8.RL.3).

- Comprehension
 - Read and comprehend literature, including stories, dramas and poems, independently and proficiently (8.RL.3.D).

Approach texts as a researcher by synthesizing / comparing / contrasting ideas from multiple texts (8.RI.3).

- Texts/Forms:
 - Compare and contrast information presented in different mediums and analyze how the techniques unique to each medium contribute to meaning (8.RI.3.A).

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UNIT 3: GENRES AND SHARED READING

In this unit, students will gain an understanding of the variety of genres (both fiction and nonfiction) in order to learn how forms may have different audiences and purposes. Knowing the qualities of a genre helps students make informed selections. In addition, students will learn how to talk about books, share books visually as well as utilize technological means.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
- The genre of a literary work helps the reader make sense of its purpose and meaning. - Language is a way to communicate with each other and share reading. - Listening and responding to each other helps students develop their own personal reading.	- What are genres, and why do they matter? - Why is sharing books important to growth as a reader?
<i>Students must know:</i>	<i>Students must be able to:</i>
- Characteristics of literary genres. - How to communicate the narrative experience in a text with others.	- Use their own identities, as well as recommendations from their reading community, to self-select well-matched texts, read for different purposes, and set reading goals. - Identify genres that further their own interests and encourage further reading. - Able to discuss texts to extend their thinking, grow new ideas and become stronger readers. - Share different genres through a variety of ways: talks, video, posters and/or photos.

Missouri Learning Standards
Approach texts as a writer by analyzing craft and structure (8.RL.2). - Structure - Analyze how an author's choice concerning a text's form or overall structure contributes to meaning (8.RL.2.A). - Point of View - Analyze how the author acknowledges and responds to conflicting evidence or points of view in an informational text (8.RI.2.B). - Craft and Meaning - Analyze how literary devices are used to develop setting, reveal character, advance the plot and contribute to meaning (8.RL.2.D). - Argument/Evidence

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UNIT 3: GENRES AND SHARED READING

- Evaluate an author's argument, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced (8.RI.2.D).

Speaking and Listening: Presenting (8.SL.2)

- Verbal Delivery
 - Speak audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume, clear articulation and accurate pronunciation at an understandable pace (8.SL.2.A).
- Multimedia
 - Plan and deliver appropriate presentations based on the task, audience and purpose integrating multimedia into presentations to clarify information, strengthen claims and evidence, and add interest (8.SL.2.C).

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UNIT 4: READING RESEARCH

Reading is one of the most important skills that students can develop. Reading opens up possibilities for future learning and the ability to critically evaluate information and make better choices. Reading research, particularly research devoted to the benefits of reading, can inspire students to make reading a lifelong experience.

Unit Essential Learning Targets

<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Reading is the process of gaining information from a variety of sources. • Reading research provides data about the mechanics and value of reading.	• How can reading improve my life? • What are the qualities of well-researched articles? • What is the Summer Slide, and how can it be defeated?
<i>Students must know:</i>	<i>Students must be able to:</i>
• That research is being constantly conducted on reading. • Research consists of the act of reading but also the physical, social, emotional, and intellectual benefits of reading.	• Use research skills to discover how reading improves various aspects of learning, creativity, vocabulary, personal well-being, and relationships. • Analyze and compare a variety of research about reading. • Make judgments about the usefulness of the research.

Missouri Learning Standards

Approach texts as a reader by comprehending and interpreting texts (8.RL.1).

- Evidence/Inference
 - Draw conclusions, infer, and analyze by citing the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text (8.RL.1.A).

Collaborate (8.SL.1)

- Viewpoints of Others
 - Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented (8.SL.1.C).

Approach texts as a researcher by synthesizing / comparing / contrasting ideas from multiple texts (8.RL.3)

- Comprehension
 - Read and comprehend informational text independently and proficiently (8.RI.3.D).

Approach the writing task as a researcher (8.W.1.A).

- Research

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UNIT 4: READING RESEARCH

- Conduct research to answer a question; integrate information (8.W.1.A.a).
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source, quote or paraphrase while avoiding plagiarism (8.W.1.A.b).

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UNIT 5: BUILDING COMMUNITY THROUGH READING

Successful reading communities require time and active development. Students forge relationships within a classroom that support speaking, listening, and collaborating.

Unit Essential Learning Targets	
<i>Enduring Understandings</i>	<i>Essential Questions</i>
• Readers need other readers. • Building connections beyond the classroom helps promote and support a reading life.	• What opportunities are available to speak, listen, and collaborate?
<i>Students must know:</i>	<i>Students must be able to:</i>
• Classroom reading communities support speaking, listening, and collaboration. • Reading builds a sense of belonging and connection.	• Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented • Connect with their community through volunteer efforts with young readers, visiting authors and reading programs.

Missouri Learning Standards
Speaking and Listening: Collaborating (8.SL.1). • Conversations: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed (8.SL.1.A).
Collaborate (8.SL.1). • Viewpoints of Others ○ Acknowledge new information expressed by others including those presented in diverse media and, when warranted, qualify or justify their own views in light of evidence presented (8.SL.1.C).