

Reading 8

Unit Title: Foundational Skills 1

Stage 1: Desired Results

Standards & Indicators:

L.SS.8.1. **Language. System and Structure of Language.8.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

G. Recognize spelling conventions.

L.KL.8.2. **Language. Knowledge of Language.8.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.VL.8.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. 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.

RL.CR.8.1. **Reading Literature.Close Reading of Text.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. **Reading Informational Texts.Close Reading of Text.8.1.** Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

W.RW.8.7. **Writing.Range of Writing.8.7.** 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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Central Idea/Enduring Understanding:

Building reading stamina enhances a reader's ability to understand text.
 Readers apply strategies to make sense of what they read.
 Standardized spelling supports clear and shared communication.
 Reading fluency is essential for understanding written material.
 The sounds of letters correspond to their written forms in words.

Essential/Guiding Question:

How are the sounds of letters related to how words are spelled?
 How can I use sound patterns to help me read more effectively and efficiently?
 How are decoding, reading fluency, and comprehension linked?
 What are some reasons people choose to read?
 What strategies help you stay focused while reading?
 What types of books or subjects do you enjoy most, and what makes them interesting to you?

Content:

Conventions of standard English

Skills(Objectives):

Strengthen automaticity in phonemic awareness and phonics skills.

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<p>Fluent reading Spelling (short vowels, long vowels, complex vowels, vowel teams) Reading (short vowels, long vowels, complex vowels, vowel teams) Grammar Punctuation Textual evidence Central idea Summary / Summarize</p> <p>Titles from Read Live Titles from UFLI Foundations Toolbox Titles from Scholastic Action, Scope, and Junior Titles from Goalbooks Titles from Readworks Titles from Newsela Independent reading texts (fiction & non-fiction)</p>	<p>Develop decoding skills of short vowels, long vowels, complex vowels, and vowel teams. Increase reading fluency by recognizing and responding to punctuation cues (e.g., pauses, questions). Improve reading speed and fluency, measured in words per minute (WPM). Expand vocabulary and background knowledge through reading diverse types of texts. Utilize strategies to improve reading comprehension. Read independently with the goal of comprehension. Develop stronger encoding (spelling) skills. Increase reading stamina to increase reading comprehension.</p>
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Interdisciplinary Connections:

- Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.
- Break down multi-step tasks using informational text strategies (highlight key ideas, summarize steps, look for signal words). This can carry over to breaking down word problems in math.
- Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> IXL MAP Read Live Stories Spelling Inventory Reading Fluency (WPM and prosody) Student Writing</p>	<p><u>Other Evidence:</u> Graphic Organizers Formative assessments Small group responses IXL diagnostic MAP assessment Short constructed responses Daily Do Nows IXL skills assessment</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u> Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students apply the skill/strategy with support of the teacher.</p> <p>Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.</p> <p>Strategies: Think-Pair-Share Small group</p>	<p><u>Resources:</u> Read Live IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Read Works UFLI Foundations Toolbox StudySync Foundational Skills</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
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<p>Partner reading Drop Everything and Read Before, During, and After Reading Strategies Explicit vocabulary instruction Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling Graphic Organizers</p>	<ul style="list-style-type: none"> • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

Unit Title: Foundational Skills 2

Stage 1: Desired Results

Standards & Indicators:

L.SS.8.1. [Language. System and Structure of Language.8.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

G. Recognize spelling conventions.

L.KL.8.2. [Language. Knowledge of Language.8.2](#). Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.VL.8.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.](#) Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. 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.

RL.CR.8.1. [Reading Literature.Close Reading of Text.8.1.](#) Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. [Reading Informational Texts.Close Reading of Text.8.1.](#) Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

W.RW.8.7. [Writing.Range of Writing.8.7.](#) 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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Central Idea/Enduring Understanding:

Developing reading stamina improves overall comprehension.
 Having choice in reading materials encourages greater engagement.
 Readers use various strategies to make meaning from text.
 Standard spelling helps ensure clear and shared understanding.
 Some English words are not spelled or pronounced in predictable ways.
 Fluency is essential for understanding what is read.
 The sounds of letters correspond to their written forms in words.

Essential/Guiding Question:

How are letter sounds connected to the way words are written?
 What strategies can I use to spell words that don't follow typical spelling patterns?
 How do I use sound patterns to support my reading?
 What is the relationship between decoding, fluency, and understanding what I read?
 What kinds of texts do I enjoy reading the most?

Content:

Conventions of standard English
 Fluent reading
 Spelling (digraphs, silent letters, diphthongs)
 Reading (digraphs, silent letters, diphthongs)
 Grammar
 Punctuation
 Textual evidence
 Central idea
 Summary / Summarize

Skills(Objectives):

Strengthen automaticity in phonemic awareness and phonics skills.
 Develop decoding skills of digraphs, silent letters, and diphthongs.
 Increase fluency by adding inflection and emotion to your voice while reading.
 Improve reading speed and fluency, measured in words per minute (WPM).
 Expand vocabulary and background knowledge through reading diverse types of texts.

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<p>Titles from Read Live Titles from UFLI Foundations Toolbox Titles from Scholastic Action, Scope, and Junior Titles from Goalbooks Titles from Readworks Titles from Newsela Independent reading texts (fiction & non-fiction)</p>	<p>Utilize strategies to improve reading comprehension. Read independently with the goal of comprehension.. Develop stronger encoding (spelling) skills. Increase reading stamina to increase reading comprehension.</p>
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<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas. • Break down multi-step tasks using informational text strategies (highlight key ideas, summarize steps, look for signal words). This can carry over to breaking down word problems in math. • Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>IXL MAP Read Live Stories Spelling Inventory Reading Fluency (WPM and prosody) Student Writing</p>	<p><u>Other Evidence:</u></p> <p>Graphic Organizers Formative assessments Small group responses IXL diagnostic MAP assessment Short constructed responses Daily Do Nows IXL skills assessment</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students apply the skill/strategy with support of the teacher.</p> <p>Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.</p> <p>Strategies: Small group Think-Pair-Share Partner reading Drop Everything and Read Before, During, and After Reading Strategies Explicit vocabulary instruction Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling Graphic Organizers</p>	<p><u>Resources:</u></p> <p>Read Live IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Read Works UFLI Foundations Toolbox StudySync Foundational Skills</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit Title: Word Parts 1

Stage 1: Desired Results

Standards & Indicators:

L.SS.8.1. **Language. System and Structure of Language.8.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

G. Recognize spelling conventions.

L.KL.8.2. **Language. Knowledge of Language.8.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.VL.8.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. 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.

C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

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RL.CR.8.1. [Reading Literature.Close Reading of Text.8.1](#). Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. [Reading Informational Texts.Close Reading of Text.8.1](#). Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.

W.RW.8.7. [Writing.Range of Writing.8.7](#). 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.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

<p><u>Central Idea/Enduring Understanding:</u> Developing reading stamina improves overall comprehension. Having choice in reading materials encourages greater enjoyment. Readers use various strategies to make meaning from text. Standard spelling helps ensure clear and shared understanding. Fluency is necessary for the comprehension of text. Breaking a word into its parts can help you figure out what it means. Word parts provide clues to the meaning of unknown vocabulary.</p>	<p><u>Essential/Guiding Question:</u> How can adding prefixes or suffixes help create new words? How do prefixes and suffixes provide clues about a word's meaning? What strategies do you use when you encounter a word or sentence you don't understand? In what ways does spelling impact how clearly your message is communicated? What kinds of reading materials do I enjoy most? How does having choice in what you read influence your desire to read?</p>
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<p><u>Content:</u> Conventions of standard English Reading (word parts- prefixes & suffixes) Spelling (word parts- prefixes & suffixes) Grammar Punctuation Word relationships Textual evidence Central idea Summary / Summarize</p> <p>Titles from Read Live Titles from UFLI Foundations Toolbox Titles from Scholastic Action, Scope, and Junior Titles from Goalbooks Titles from Readworks Titles from Newsela Independent reading texts (fiction & non-fiction)</p>	<p><u>Skills(Objectives):</u> Use prefixes and suffixes to understand word meanings. Develop decoding skills of word affixes (prefixes and suffixes). Strengthen fluency by reading with appropriate speed changes, including intentional speeding up and slowing down. Improve reading speed and fluency, measured in words per minute (WPM). Expand vocabulary and background knowledge through reading diverse types of texts. Utilize strategies to improve reading comprehension. Read independently with the goal of comprehension. Develop stronger encoding (spelling) skills. Increase reading stamina to increase reading comprehension.</p>
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Interdisciplinary Connections:

- Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas.
- Break down multi-step tasks using informational text strategies (highlight key ideas, summarize steps, look for signal words). This can carry over to breaking down word problems in math.
- Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.

Stage 2: Assessment Evidence

Performance Task(s):

IXL
MAP
Read Live Stories
Spelling Inventory
Reading Fluency (WPM and prosody)
Student Writing

Other Evidence:

Graphic Organizers
Formative assessments
Small group responses
IXL diagnostic
MAP assessment
Short constructed responses
Daily Do Nows
IXL skills assessment

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Teach/Model: The skill or strategy that is being taught will be modeled for the students.

Small Group: Students apply the skill/strategy with support of the teacher.

Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.

Strategies:

Think-Pair-Share
Small group
Partner reading
Drop Everything and Read
Before, During, and After Reading Strategies
Explicit vocabulary instruction
Decoding (Word Study)
Fluency/Automaticity
Word Recognition
Spelling
Graphic Organizers

Resources:

Read Live
IXL
Scholastic magazines (Junior, Action, Scope)
Goalbook
Newsela
Independent reading texts (fiction & non-fiction)
Read Works
UFLI Foundations Toolbox
StudySync Foundational Skills

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
The student will be given an alternate task based on MAP data or reading	Students who exhibit comprehension of skills being taught will	Struggling students will receive small group instruction from	Any student requiring further accommodations and/or modifications will have them individually listed in

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<p>assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p> <p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit Title: Word Parts 2

Stage 1: Desired Results

Standards & Indicators:

L.SS.8.1. **Language. System and Structure of Language.8.1.** Demonstrate command of the system and structure of the English language when writing or speaking.

G. Recognize spelling conventions.

L.KL.8.2. **Language. Knowledge of Language.8.2.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

B. Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

L.VL.8.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.6.3.** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. 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.

C. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

RL.CR.8.1. **Reading Literature.Close Reading of Text.8.1.** Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.8.1. **Reading Informational Texts.Close Reading of Text.8.1.** Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly

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<p>support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.</p> <p>W.RW.8.7. <u>Writing.Range of Writing.8.7</u>. 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.</p>		
<p><u>Career Readiness, Life Literacies and Key Skills</u></p>		
<p>Standard</p>	<p>Performance Expectations</p>	<p>Core Idea</p>
<p>9.4.8.GCA.1:</p>	<p>Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a)</p>	<p>Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.</p>
<p><u>Central Idea/Enduring Understanding:</u> Developing reading stamina improves overall comprehension. Having choice in reading materials encourages greater enjoyment. Readers use various strategies to make meaning from text. Standard spelling helps ensure clear and shared understanding. Fluency is necessary for the comprehension of text. Breaking a word into its parts can help you figure out what it means. Word parts provide clues to the meaning of unknown vocabulary.</p>		<p><u>Essential/Guiding Question:</u> How does understanding root words help in figuring out unfamiliar vocabulary? In what ways does asking questions during reading improve comprehension? Why is accurate spelling important when writing for an audience? What type of text do I enjoy reading? How do your reading interests contribute to your growth as a reader?</p>
<p><u>Content:</u> Conventions of standard English Syllabication Greek and Latin Roots Grammar Punctuation Spelling Word relationships Textual evidence Central idea Summary / Summarize</p> <p>Titles from Read Live Titles from UFLI Foundations Toolbox Titles from Scholastic Action, Scope, and Junior Titles from Goalbooks Titles from Readworks Titles from Newsela Independent reading texts (fiction & non-fiction)</p>		<p><u>Skills(Objectives):</u> Recognize root words to enhance understanding of word meanings. Develop decoding skills through the use of root words. Improve reading fluency by reading expressively, using proper rhythm, pauses, and emphasis. Improve reading speed and fluency, measured in words per minute (WPM). Expand vocabulary and background knowledge through reading diverse types of texts. Utilize strategies to improve reading comprehension. Read independently with the goal of comprehension. Develop stronger encoding (spelling) skills. Increase reading stamina to increase reading comprehension.</p>
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Nonfiction texts are related to science and social studies topics. Students will also work on vocabulary skills to break apart technical terms that they learn in other subject areas. • Break down multi-step tasks using informational text strategies (highlight key ideas, summarize steps, look for signal words). This can carry over to breaking down word problems in math. 		

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- Discuss how characters in literature/people in non-fiction respond to challenges and relate it to personal decision-making and emotions. This connects to SEL/Health.

Stage 2: Assessment Evidence

<p>Performance Task(s):</p> <p>IXL MAP Read Live Stories Spelling Inventory Reading Fluency (WPM and prosody) Student Writing</p>	<p>Other Evidence:</p> <p>Graphic Organizers Formative assessments Small group responses IXL diagnostic MAP assessment Short constructed responses Daily Do Nows IXL skills assessment</p>
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Stage 3: Learning Plan

<p>Learning Opportunities/Strategies:</p> <p>Teach/Model: The skill or strategy that is being taught will be modeled for the students.</p> <p>Small Group: Students apply the skill/strategy with support of the teacher.</p> <p>Independent Practice: Students apply the skill or strategy that was taught independently or in a small group.</p> <p>Strategies: Think-Pair-Share Small group Partner reading Drop Everything and Read Before, During, and After Reading Strategies Explicit vocabulary instruction Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling Graphic Organizers</p>	<p>Resources:</p> <p>Read Live IXL Scholastic magazines (Junior, Action, Scope) Goalbook Newsela Independent reading texts (fiction & non-fiction) Read Works UFLI Foundations Toolbox StudySync Foundational Skills</p> <p>LGBTQ and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Educational Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>The student will be given an alternate task based on MAP data or reading assessment data. Students will be asked to work on skills that they require remediation in.</p> <p>Students who exhibit comprehension of skills</p>	<p>Students who exhibit comprehension of skills being taught will be given an extension to the assignment. (Example: story at a higher reading level in which they need to apply the skill that was taught)</p>	<p>Struggling students will receive small group instruction from the Reading Specialist.</p> <p>Reading assessments will be conducted to determine needs.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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<p>being taught will be given an extension to the assignment (Example: story at a higher reading level in which they need to apply the skill that was taught)</p> <p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p>	<p>Students may also be asked to discuss how they arrived at their answer, to question, to another student, to make sure they have a clear understanding of the concept.</p> <p>Students will use a learning progression to reflect upon their application of the skill/strategy they were taught.</p>	<p>Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate.</p> <p>Students will receive interventions such as repetition of Instructions, visual aides, allowing student(s) to draw pictures as well as labeling, individualized reading plans, or extra time to complete tasks.</p>	<p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Content	Resources	Standards
UNIT 1: Foundational Skills 1		
<p># Days: 23</p> <ul style="list-style-type: none"> ● Initial assessments (3 days) ● Phonics/Word Study- specific skill based on individual student need: (6 days) <ul style="list-style-type: none"> ○ Short vowels ○ Long vowels ○ Complex vowels ○ Vowel teams ● Fluency: Pausing at the end of sentences and at punctuation (2 days) ● Fluency: High-Frequency Words and Word Speed Drills (3 days) ● Drop Everything and Read (3 days) ● Decodable passages (3 days) ● Leveled texts (3 days) 	<p>StudySync Foundational Skills</p> <p>UFLI Foundations Toolbox</p> <p>IXL</p> <p>Goalbook</p> <p>Scholastic magazines (Junior, Action, Scope)</p> <p>Newsela</p> <p>Independent reading texts (fiction & non-fiction)</p> <p>Spelling & Reading Inventory</p>	<p>L.SS.8.1.</p> <p>L.KL.8.2.</p> <p>L.VL.8.3.</p> <p>RL.CR.8.1.</p> <p>RI.CR.8.1.</p> <p>W.RW.8.7.</p>
UNIT 2: Foundational Skills 2		
<p># Days: 22</p> <ul style="list-style-type: none"> ● Progress Monitoring (2 days) ● Phonics/Word Study- specific skill based on individual student need: (6 days) <ul style="list-style-type: none"> ○ Digraphs 	<p>StudySync Foundational Skills</p> <p>UFLI Foundations Toolbox</p> <p>IXL</p> <p>Goalbook</p> <p>Scholastic magazines (Junior, Action, Scope)</p>	<p>L.SS.8.1.</p> <p>L.KL.8.2.</p> <p>L.VL.8.3.</p> <p>RL.CR.8.1.</p> <p>RI.CR.8.1.</p> <p>W.RW.8.7.</p>

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<ul style="list-style-type: none"> ○ Silent letters ○ Diphthongs ● Fluency: Reading with confidence and inflection (2 days) ● Fluency: High-Frequency Words and Word Speed Drills (3 days) ● Drop Everything and Read (3 days) ● Decodable passages (3 days) ● Leveled texts (3 days) 	<p>Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory</p>	
UNIT 3: Word Parts 1		
<p># Days: 22</p> <ul style="list-style-type: none"> ● Progress Monitoring (2 days) ● Phonics/Word Study- specific skill based on individual student need: (6 days) <ul style="list-style-type: none"> ○ Prefixes ○ Suffixes ● Fluency: Reading at an appropriate rate - speeding up and slowing down (2 days) ● Fluency: High-Frequency Words and Word Speed Drills (3 days) ● Drop Everything and Read (3 days) ● Decodable passages (3 days) ● Leveled texts (3 days) 	<p>StudySync Foundational Skills UFLI Foundations Toolbox IXL Goalbook Scholastic magazines (Junior, Action, Scope) Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory</p>	<p>L.SS.8.1. L.KL.8.2. L.VL.8.3. RL.CR.8.1. RI.CR.8.1. W.RW.8.7.</p>
UNIT 4: Word Parts 2		
<p># Days: 23</p> <ul style="list-style-type: none"> ● Progress Monitoring (2 days) ● Phonics/Word Study- specific skill based on individual student need: (7 days) <ul style="list-style-type: none"> ○ Syllabication ○ Greek Roots ○ Latin Roots ○ Homophones ● Fluency: Prosody meaning reading with expression – with the appropriate rhythm, tone, pitch, pauses, and stresses (2 days) ● Fluency: High-Frequency 	<p>StudySync Foundational Skills UFLI Foundations Toolbox IXL Goalbook Scholastic magazines (Junior, Action, Scope) Newsela Independent reading texts (fiction & non-fiction) Spelling & Reading Inventory</p>	<p>L.SS.8.1. L.KL.8.2. L.VL.8.3. RL.CR.8.1. RI.CR.8.1. W.RW.8.7.</p>

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Words and Word Speed Drills
(3 days)

- Drop Everything and Read (3 days)
- Decodable passages (3 days)
- Leveled texts (3 days)