

Mount Laurel Language Arts Curriculum
Grade 8

Reading Unit: Building A Reading Life

Stage 1: Determine the Desired Results

Enduring Understanding(s):

Readers are always trying to make sense of print.

Readers should choose just-right books most of the time.

Readers are always thinking about what they understand about print and about how they feel about what they understand.

We can do our best talking about reading when we “buzz” effectively with a partner or in small group.

Readers keep a list of books they’ve read so that they can evaluate the breadth of their reading.

Readers share their thinking about reading by writing in response to their reading (a letter in a reader’s notebook).

Essential Question(s):

Why do readers read?

How do readers select books?

What should readers focus on while reading?

Why buzz about books?

Why is it important to maintain a list of the books we have read over time?

Why respond to reading?

Common Core Anchor Standards:

Students will be able to...

Reading Anchor Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly (monitor and self-correct reading) and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

6. Assess how point of view or purpose shapes the content and style of a text.

Mount Laurel Language Arts Curriculum
Grade 8

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Writing Anchor Standard

Text Types and Purposes¹

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (letter writing)

Speaking and Listening Anchor Standard

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Language Anchor Standard

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Interdisciplinary Connection: Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Integration of 21st Century Themes and Skills:

- CRP6. Demonstrate creativity and innovation.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Stage 2: Assessment Evidence

Performance Task:

You are the classroom aide. Two boxes of assorted books have just arrived from the Booksource Publishing Company. These books are both fiction and non-fiction and consist of numerous subgenres: fables, fantasy, poems, folktales, historical fiction, myths, adventure stories, mysteries, technical manuals,

Other Forms of Assessment:

Book Talk
Reading Log Review
Mini-lesson Application
Post-it Note and/or Organize Your Thought Sheet Review
Letter Writing

Mount Laurel Language Arts Curriculum
Grade 8

<p>narrative non-fiction, etc.</p> <p>Your responsibility is to set up the independent classroom library collection, labeling the book bins/boxes appropriately and placing each book in the correct bin/box.</p>	<p>Teacher's anecdotal notes from conferring with a student about his/her independent reading book (review of goals, examine progress over time, evaluate letter writing revisions and updates)</p> <p>Status of the Student: Is the student engaged in a worthwhile activity when the teacher is conferring with a child individually or conducting a guiding reading session?</p>
---	---

Stage 3: Learning Plan

Learning Activities:

Your classroom library should be a balance of informational and non-informational texts that represent the culture and interests of your students.

Summer reading logs need to be collected to be used as a teaching tool for this unit (i.e., Day 1: Selecting Books, "Think about how you selected books over the summer").

"The First 20 Days..." must start on the first full day of school for students.

"The First 20 Days..." are a series of 20 concept lessons that set up the **independent reading component** of the reader's workshop framework.

During this period of time in the academic year, concept lessons are generally 15-30 minutes in duration. At the close of the concept lesson, students engage in independent reading of a self-selected text. The teacher circulates to confer with 3-5 children individually about their self-selected text.

A concept lesson can be taught over a series of days (i.e., genre study, letter writing, reading is thinking)

This UbD unit must be completed by the end of October.

During this unit your 80 minute block of time should be partitioned the following way:

Concept Lesson: 15 – 30 minutes

Independent Reading (applying the concept)/Conferring: 60-45 minutes)

Group/Partner Share: 5 minutes

(These three components are required daily, the amount of time for each component is flexible within the guidelines above).

Conferring guidelines:

Teachers need to confer with students daily about their reading lives (their independent reading books). Conferring needs to take place in a **knee-to-knee** setting at the student's desk. Conferences are not scripted. They need to be authentic and spontaneous discussions based on the information that students bring to the conference about their reading habits and goals.

The teacher's goal is to get to know the student's reading behaviors and patterns and to decide on and

Mount Laurel Language Arts Curriculum
Grade 8

teach something of value to the student which can be linked to their future reading experiences. The teacher needs to reinforce or expand the student's thinking about print. It is critical to **teach the reader and not the text**. An additional purpose of the conference is to assist the student with solving problems as s/he reads (processing issues or monitoring and word solving concerns).

The **architecture** of the **conference looks and sounds** like this:

Research: observe/listen to the student talk about his/her reading selection

Decide: after having listened to the student discuss a part or parts of the book, **weigh your options**--decide what you will teach and how you will teach it (this part of the conference happens underground: "Of all of the things I could teach this child, what is the one thing that will make the biggest difference today?")

Teach: assist the child with doing something that s/he is not yet doing; intervene to lift the child's thinking, push his/her thinking to a new level

Link: name what the child has done as a reader and remind the child to do that often in the future

During a **conference** a teacher **might**:

- Listen to a student read parts of the book.
- Ask the student to discuss the strategies s/he uses when confronted with an unfamiliar word.
- Ask the student to apply the mini-lesson taught.
- Discuss the book's content, searching for the main idea, central message, or theme.
- Ask the student to determine if a character has changed over time.
- Ask the student to describe the characters or events in a story.
- Invite the student to describe the author's use of figurative language.
- Discuss Post-it notes or letter writing artifacts with the goal of achieving coherent and logical expression of thought

New anchor charts need be co-constructed with the students each year that reflect the students' thinking and contributions on the concepts taught. These charts need to be displayed in the classroom so they can be used as a reference by students.

Co-teaching Guidelines

If you are in a co-teaching classroom experience, you will need to follow the below-listed **requirements**. Your special needs' students many need **more** or **less** of certain components of this framework during different periods of time throughout the year.

Concept or mini-lessons with Special Needs' Children

While one of the practitioners circulates to confer and maintain anecdotal notes with students who are reading independently; the other teacher (if needed) needs to re-teach a **concept lesson** or **mini-lesson** to a small group of special needs' students (3-5 students). This lesson may be a variation of the lesson just taught to the entire class or it may be a lesson based on students' needs.

Guided Reading with Special Needs' Children

Special needs' students **may not** be able to sustain reading their self-selected reading books for an extended period of time. They will need to build their reading muscle over time. If this circumstance exists, guided reading needs to begin immediately, on day 1 week 1 of the reading workshop block.

Goal Setting for Special Needs' Students during Independent Reading Time

Mount Laurel Language Arts Curriculum
Grade 8

If students are able to maintain their focus during independent reading time, but are **not** able to engage in **meaningful** note taking (Post-it notes or Organize Your Thoughts sheets) or letter writing, set goals for the students every several pages or chapters as they read. For example, ask the students to list the main characters and their traits in either a fiction or non-narrative fiction book; invite the students to notice if the setting has changed and the impact that has on the story's plot development; encourage the students to explain how characters or events in a story shape one another or interact with one another; require the students to list unfamiliar words and the strategies they used to determine word meanings; etc.

12 Systems of Strategic Actions: The below-listed actions refer to the type of thinking a reader does during the act of reading:

Please see appendix for a fuller explanation (including definitions) of the 12 systems of strategic actions.

Solves Words

Monitors and Corrects

Searches for and Uses Information

Summarizes

Maintains Fluency

Adjusts Reading

Predicts

Makes Connections

Infers

Synthesizes

Analyzes

Critiques

Independent Reading: The First Twenty Days of Teaching (pp.142-162 in Fountas's and Pinnell's *Guiding Readers and Writers...*)

- Day 1: Selecting Books and Enjoying Silent Reading
- Day 2: How Readers Choose Books
- Day 3: Making Good Book Choices
- Day 4: Thinking and Talking About Your Reading
- Day 5: How to Buzz With Each Other
- Day 6: Abandoning Books
- Day 7: Distinguishing Between Fiction and Non-Fiction
- Day 8: Different Kinds of Fiction/Different Kinds of Non-Fiction
- Day 9: Keeping a Record of Your Reading
- Day 10: Guidelines for Reading Workshop
- Day 11: Writing Responses to Your Reading
- Day 12: Writing Letters in Your Journal Each Week (By October 1st)
- There are Two types of letter writing:
 - Summary/To inform and explain
 - Summary/To form an opinion/To construct an argument
- Day 13: Proofreading Your Journal Response
- Day 14: Topics for Your Reading Journal
- Day 15: Using Stick-on Notes to Prepare for Journal Writing
- Day 16: Creating a List of Your Reading Interests

Mount Laurel Language Arts Curriculum
Grade 8

- Day 17: How to Write Book Recommendations
- Day 18: Checking for Understanding as You Read
- Day 19: Solving Unknown Words
- Day 20: Using Punctuation to Understand

Modifications

Special Education:

- Teacher models own thinking while reading
- Provide additional opportunities to practice
- Use individual teacher/student conferences to address student's needs
- Use small group table conferences to address needs
- Chunk mini-lessons over a number of days
- Develop target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Chunk reading material
- Use graphic organizers to develop key concepts/ideas
- Teach key aspects of a topic. Eliminate nonessential information
- Provide individual copies of the student's reading checklists

English Language Learners (ELLs):

- Model Thinking Aloud
- Encourage Partner Talk
- Repeat and Clarify
- Provide a Sequence
- Encourage self-selection of topics
- Target vocabulary
- Scaffold comprehension when reading is used to promote reader response
- Scaffold content-literacy reading
- Allow products to demonstrate student's learning
- Provide on-going feedback

Students at Risk of School Failure:

- Utilize TIME Mentor Program
- Build a relationship
- Allow flexible due dates

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in

Mount Laurel Language Arts Curriculum
Grade 8

<ul style="list-style-type: none">● Employ strategies from Classroom Instruction that Works● Create the Opportunity to Learn strategies● Build lessons around student interests	<p>depth via independent studies or investigations (individual/group)</p> <ul style="list-style-type: none">● Differentiate product assignments. Employ differentiated curriculum to keep interest/motivation high● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment (problem based learning)● Invite students to explore different points of view on a topic of study and compare the two● Provide multiple opportunities for students to “Own Their Learning”● Ask students higher-level questions that require students to look into causes, experiences, and facts to draw a conclusion to other areas of learning. (Webb’s Depth of Knowledge- Level 4)● Create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials. Supply reading materials on a wide variety of subjects and levels● Provide a learning-rich environment that includes a variety of resources, media, tasks, and methods of teaching● Focus on Habits of Mind pedagogy
---	--

Core Instructional Materials:

- *Schoolwide Reading Fundamentals* Program (resource used for mini-lessons)
- Newsela.com for leveled texts
- Technology/Equipment: ACTIV Board, LCD projector, sound system , CDs, DVDs, videos, internet, iPod