

Mount Laurel Language Arts Curriculum
Grade 8

Reading Unit: Navigating Informational Texts

Stage 1: Determine the Desired Results

Enduring Understanding(s):

Good readers monitor and self-correct their reading, solve words as they read, search for and use information, summarize, make predictions and connections, infer, synthesize, analyze, and critique their reading to make print relevant and useful.

Good readers employ strategies that help them understand text.

Strategic readers develop, select, and apply strategies to enhance their comprehension.

Readers organize and categorize their thinking as they read nonfiction texts.

Good readers recognize that words are made of sounds.

Good readers use oral discussions to help build connections to others and to content.

Essential Question(s):

What do readers do when they do not understand everything in a text?

How do readers construct meaning from text?

What do readers do to enhance their comprehension abilities?

How do readers grasp main ideas in non-fiction texts?

How do I figure out a word I do not know?

How can discussion increase our knowledge and understanding of an idea(s)?

Informational text for this grade level include biographies and autobiographies; books about history, social studies, science and the arts; technical texts including directions, forms and information displayed in graphs, charts or maps; in digital sources on a range of topics written for a broad audience (CCSS p.31)

Common Core Standards

Students will be able to...

Key Ideas and Details

- **RI.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.
- **RI.8.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **RI.8.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

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Craft and Structure

- **RI.8.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RI.8.5.** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- **RI.8.6.** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Integration of Knowledge and Ideas

- **RI.8.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- **RI.8.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **RI.8.9.** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Vocabulary Acquisition and Use

- **L.8.4.** 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.

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.

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

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **L.8.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word

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meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

Comprehension and Collaboration

- **SL.8.1.** 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.

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.

Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

- **SL.8.2.** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- **SL.8.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- **SL.8.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.8.5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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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 have been contacted by the Burlington county historical society's director. She is preparing an exhibit and presentation on America's Civil War heroes. She has asked for your assistance on investigating a number of key individuals who were influential during this time in our history.

She has asked that you choose an individual, group of individuals, or events (a general, the president, the Quaker society/the Underground Railroad, a battle fought during the war, the abolitionists, the Emancipation Proclamation, etc.) that made an impact on our country's outcomes.

You will need to consult biographies, autobiographies, and memoirs as you conduct your research. You may want to construct a chart to compare information, omissions, authors' points of view, and the extent of documentation itself.

Consider the ways in which a broad range of information makes you a valuable member of the historical society's committee and contributes to the general public's overall knowledge on this topic.

You may prepare a paper document or video or audio-record your research/findings to explain your presentation.

Other Forms of Assessment:

Book Talk

Reading Log Review

Mini-lesson Application

Post-it Note and/or Organize Your Thought Sheet Review

Letter Writing

T'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)

Status of the Student: Is the student engaged in a worthwhile activity when the teacher is conducting a guided reading group or conferring with a child individually?

Stage 3: Learning Plan

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Learning Activities:

Your classroom library should be a balance of informational (**biography, autobiography, memoir, factual texts, technical manuals, “How-To” books, etc.**) and fictional texts that represent the culture and interests of your students.

The 80-Minute Reading Workshop Block

Practitioner timeline for 80 minute block:

Mini-Lesson (10-15 minutes)

Guided Reading (50 minutes: two groups with 25 minutes dedicated to each group)

Conferring (15 minutes: **individual** conference calls with three students)

Sharing (if time permits)

Reading is taught five times across a two week period of time (with Atwell’s writer’s workshop taught on alternate days) in this way:

Week 1: Monday, Wednesday, Friday

Week 2: Tuesday, Thursday

It is required that teachers use **20 minutes** of each writing workshop day to teach **reading** (this option allows for a 60-minute writing block on writing workshop days). This supports the teaching of reading daily. This 20-minute block of time can be devoted to conducting one guided reading group; conferring with students individually or at a table conference on a specific teaching point.

Mini-Lessons:

Topics for reading mini-lessons are culled from the Common Core Content Standards, **Fountas’s and Pinnell’s mentor texts:** *Guiding Readers and Writers: Teaching for Comprehension, Genre, and Content Literacy* and *Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8*, and students’ needs.

Children apply the mini-lesson strategy or skill to their independent and guided reading material.

You may wish to revisit or extend a “First Twenty Days...” lesson previously taught.

Three **Categories** of Mini-lessons

- 1) lessons on **management**
- 2) lessons on **strategies** and **skills**
- 3) lessons on **literary analysis**

Lessons on management, see p. 129 for list from the mentor text *Guiding Readers and Writers...*

Lessons on strategies and skills, see p. 132 for list from *Guiding Readers and Writers...*

Lessons on literary analysis, see pages 134 and 135 from *Guiding Readers and Writers...*

Refer to the Appendix for a detailed list of minilessons on non-fiction reading.

**Required Minilessons for Reading Non-Fictional Text:
(some may be taught together)**

RI.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.

These mini-lessons focus on literal understanding and details of text:

- notice the characteristics of a book so they can identify its genre
- identify the genre of a book so they can know what to expect as they read
- retell the main idea, key details, facts, events, ideas and/or concepts using textual evidence
- notice the time and place (setting) and the importance to the narrative non-fiction
- notice who are the most important individuals in a text
- think about the order of facts, events, and details in a text
- think about the problem in the text
- think about the important events, facts, and details in a text

RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

These mini-lessons focus on analyzing, summarizing, and inferential thinking of text:

- think about what the writer of the text is trying to say; think about the text's meaning
- think about why the writer wrote the book/text/article
- think about the literal meaning of the text, but notice what is being implied
- think about whether the title tells something important about the book's theme
- understand that there may be more than one theme in a book
- determine the central message, lesson or moral of a text
- explain how the central message, lesson or moral is conveyed through key details in the text

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

These mini-lessons focus on analyzing, summarizing, synthesizing, and inferential thinking of text:

- notice the individuals, the events, and ideas/concepts in a text
- notice the connections among the individuals events, ideas/concepts, in a text
- notice the differences between and among the individuals, events, ideas or concepts in a text
- think about these connections and differences in terms of analogies, comparisons, and categories
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RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

These mini-lessons focus on analyzing and inferring words and phrases:

- notice how writers use words carefully to communicate meaning (figurative, connotative, and technical meanings)
- notice author's word choices (analogies, allusions, etc.)
- notice memorable phrases and sentences writers use to communicate meaning to the reader
- notice the language that that writers use to help them form images (what they can see, hear, taste,

feel, or smell)

- think about how the language writers use to make comparisons helps students to understand the meaning of print and enjoy reading

RI.8.5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

These mini-lessons focus on analyzing text structure.

- notice features in an informational text that help you to locate information (see appendix for comprehensive list of text features)
- notice the role of a specific paragraph or paragraphs and sentences in contributing to defining, developing, and/or refining a key concept

RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

These mini-lessons focus on the reader's ability to evaluate and critique the author's viewpoint:

- think about the points of view or purpose of the author in the text
- think about the opposing points of view of the author on a specific topic
- notice the ways in which the author acknowledges or responds to conflicting evidence or points of view

RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

These mini-lessons focus on the reader's ability to extrapolate information from different mediums (analyzing):

- think about how different media (print, digital, text, video, multimedia) depict an idea or topic
- compare and contrast the advantages and disadvantages of the various mediums on the presentation of a particular topic or idea
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RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

These mini-lessons focus on analyzing structure of factual texts:

- define and evaluate the claims/argument the author is making in a text
- notice the author's reasoning and evidence for his/her claims
- evaluate whether the author is able to back up his/her claims with evidence
- evaluate if the author's reasoning is relevant and sufficient to support his/her claims

RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

These mini-lessons focus on analyzing important points and key details from differing texts on the same topic.

When analyzing and comparing texts of the same topic:

- think about how an author presents important points and key details on a topic
- think about how a second or third author when writing about the same topic presents key information and details about the topic in a different way with an emphasis on different aspects of the topic
- compare and contrast the various authors' points of view which may result in different interpretations of the same topic/facts
- identify points in the text where matters of fact or interpretation are in disagreement

RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

- By year's end be able to read a variety of informational texts, including history, social studies, and science, within a grade 6-8 text complexity band using processing strategies effectively (word solving and higher order thinking skills/systems of strategic actions).

L.8.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Interpret figures of speech (e.g. verbal irony, puns) in context.

Use the relationship between particular words to better understand each of the words.

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

- notice figurative language and interpret meaning
- notice word relationships and nuances in word meanings
- distinguish the literal and nonliteral meanings of words and phrases in context
- identify real-life connections between words and their use
- distinguish shades of meaning among related words that describe states of mind or degrees of certainty
- think about the language writers use to make comparisons that helps them understand the meaning of print and enjoy reading

Required **Minilessons** on Reading **Informational** Texts

Readers:

- activate prior knowledge or schema to support their thinking about a topic or issue
- skim and/or scan the text to gather information
- access the text through the table of contents and the index
- use the table of contents to determine the topics introduced and discussed in the book/article
- use headings and subheadings to gather the information needed

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- note the type of organizational pattern that is used (**sidebars, emboldened words, etc.**)
- determine which information is critical to understanding a specific concept, issue, or topic
- use the glossary to better understand unfamiliar words

Nonfiction Genres

- understand the features of nonfiction texts
- understand the structures of nonfiction texts
understand the characteristics of literary nonfiction
- understand when an author is giving facts or interpreting facts in the informational books (both biographical and factual)
- understand that when information is not known, the writer often uses words like *perhaps, some say, possibly, it is likely that, or probably*
- understand how sequential information is presented in graphics – illustrated timeline, flowchart, graph timeline, quotation timeline
- understand and using authors' notes to gain insights regarding the authors' motives, discoveries of information, or the historical context

Biographical Texts

- Understand the characteristics of biography.
- Understand why a subject is selected.
- Reveal the writer's attitude toward the subject.
- Understand the organization of a biography (chronological sequence or other).
- Understand how the writer reveals the setting.

Biography

- Understand the nature and features of biographical texts.
- Understand authentic biography and fictionalized biography.
- Understand the structure of biographical texts (linear, flashback, selected events, or characteristics).
- Evaluate the elements of biography – choice of subject, accuracy, authenticity, style, characterization, and theme.
- Understand the types and characteristics of picture book biographies, autobiographies, and memoirs – shorter, more simplified biographies, partial or complete, one subject or a collective, real images (photos) or imagined images that reflect reality as much as possible (paintings, drawings).
- Understand the setting in a biography and how it influences the person's decisions.
- Understand how a person's decisions affected his/her life as described in the biography.
- Recognize and understanding the turning points in a person's life when important decisions were made.
- Understand what might have happened if different decisions had been made by the subject.
- Recognize and noting information sources, motives, biases, or inconsistencies in a biography.
- Distinguish between reporting facts and historical interpretation in biography.
- Understand how an author's or illustrator's note adds to understanding of a biography.
- Understand how to identify the primary sources used for biography as a means of judging accuracy in interpretation.
- Analyze and comparing several biographies of the same subject to interpret perspectives on the past.

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- Understand how biographers shape and structure information, use captions, use details and anecdotes, and use information from primary and secondary sources.
- Understand how biographers select art to build interest in the subject.

Autobiography

- Understand the characteristics of an autobiography.
- Understand why a person would write an autobiography.
- Hypothesize why an individual would select particular information to report.
- Notice the specific details a person provides about his or her life.
- Notice the organization of the autobiography (chronological sequence or other).

Memoir

- Understand the characteristics of a memoir.
- Think about why a person would write a memoir.
- Understand a writer's reasons for selecting a particular time of his or her life.
- Notice the writer's use of language to convey an intense or poignant memory.

Factual Texts

- Understand the features of factual texts.
- Understand the overall structure of factual texts (categorical, logical organization).
- Understand underlying structures that writers use to present information – enumeration, chronological sequence, comparison and contrast, cause and effect, problem and solution, and description.

“How-To” Books

- Understand the nature of “how-to” books.
- Notice how writers make a sequence understood.
- Notice how writers use language to make directions clear.

Readers' Tools

- Understand how to read a table of contents.
- Understand how to read a glossary or index.
- Understand the differences between a table of contents and an index.
- Understand how to use a variety of readers' tools such as a pronunciation guides, scales, legends, labels, forewords, epilogues, author's notes.

Writing about Reading/Letter Writing: Letter Writing must start by October 1st

Reading Fictional Texts Unit, Part 1 (1st 7 weeks of unit) has a primary focus on students' ability to write to inform/explain.

Reading Fictional Texts Unit, Part 2 (2nd 7 weeks of unit) has a primary focus on students' ability to construct an argument.

Writing about reading is a tool for reflection. It is a way to clarify our thinking; to share and to explain interpretations of text; to identify the theme or topic in a text; to explore bigger issues beyond the text; confirm our suppositions; pose questions; to apply the systems of strategic actions to the text; and to consider possibilities.

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Letter writing by the student and teacher’s replies to student work is an important way for teachers to prepare students for the constructed response on high stakes’ tests.

Children use post-its /quick notes as a vehicle to remember their thinking when preparing for letter writing or conferring with the teacher about their self-selected text.

Children engage in reader response via a letter/literary essay **weekly** to their independent reading book. Teachers are required to **reply** to student’s written responses **once every two weeks**.

Analytical writing is writing to inform/explain and to construct an argument is analytical writing. Writing to inform/explain and argument-writing is the ability to take complex evidence and make it clear.

Writing to construct an argument is the ability on the part of the student to make claims about the worth or meaning of a literary work or works. Students defend their interpretations or judgments with evidence from the text(s) they are writing about.

Writing to inform or explain serves to:

- increase the reader’s knowledge of a subject
- help readers better understand a procedure or process
- provide readers with an enhanced comprehension of a concept

Required minilessons on writing in response to reading in this unit **focus** on **writing to inform and explain (first seven weeks of this unit)** and **writing to construct an argument (second seven weeks of this unit)**.

First 7 Weeks – letter writing focus (explain/inform)	Second 7 Weeks – letter writing focus (construct an argument)
<p>Informational/Explanatory Writing:</p> <ul style="list-style-type: none"> • conveys information accurately • increases the reader’s knowledge of a subject through his/her rereading about the topic and developing a coherent focus on a topic or a controlling idea • helps readers better understand a procedure or process • supports students with naming, describing, defining, or differentiating ideas, concepts • encourages students to compare and contrast concepts • assists students with citing evidence from a text 	<p>An argument is a reasoned logical way of demonstrating that the writer’s position, belief, or conclusion is valid.</p> <p>Argument Writing:</p> <ul style="list-style-type: none"> • attempts to change the reader’s point of view • invites action on the reader’s part • encourages the reader to accept the writer’s position, belief, or conclusion • argues for a historically or empirically situated interpretation • marshalls evidence and draws on understandings to make a case for a specific perspective
<p>Writers:</p> <ul style="list-style-type: none"> • reread to remember what has been written • accurately summarize information from a 	<p>Writers:</p> <ul style="list-style-type: none"> • accurately reflect information from a text • reread to remember what has been written

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text

- include appropriate and important details when summarizing texts
 - use notes as a basis for discussion or letter writing
 - describe implications of factual knowledge
 - notice and sometimes use new words from a text
 - use new vocabulary words appropriately to reflect meaning
 - reread to assure accuracy of sentence structure and word use
 - report information from a text or summarize information
 - include important details from the content of an informational text
 - relate important ideas in a text to each other or to other texts
 - reflect awareness of author's underlying message
 - introduce information in categories, paragraphing
 - predict logically, supported by evidence, what will happen next in a text
 - use specific language to write about texts: **title, author, illustrator, cover, dedication, author's note, table of contents, glossary, index, headings, problem, solution, etc.**
- use notes as a basis for discussion or letter writing
 - include appropriate and important details when summarizing information from a text
 - stick to the topic or subject being presented (no rambling)
 - "cut to the bone" in order to punch the subject
 - suggest solutions to a problem and explains why or how a solution will work
 - try to convince/inform/analyze
 - provide relevant background information and history
 - describe opposing arguments and critiques them
 - use statistics: hard evidence
 - develop a clear, true, inviting, and to-the-point lead sentence
 - construct a powerful conclusion that resonates with the reader; leaves the reader with something to think about
 - use helpful transition words to connect paragraphs and ideas
 - use a logical organization that moves a reader along from one point or piece of information to the next
 - use vocabulary words appropriately to reflect meaning
 - revisit the text to check for details
 - include important details from the content of an informational or fictional text
 - relate important ideas in a text to each other or to other texts
 - reflect awareness of author's underlying message
 - introduce information in categories, using paragraphing
 - predict logically, supported by evidence, what will happen next in a text
 - write opinions about a text and back them up with specific information or reasons
 - select examples of the writer's use of language and write opinions about or responses to that language
 - use specific language to write about informational texts: **title, author, illustrator, cover, dedication, author's**

note, table of contents, glossary, index, headings, problem, solution, etc.

The Just Right Book Rule

Children read silently daily for a portion of the reading block from a variety of self-selected texts. Children need to apply “**the five finger rule**” to their anticipated self-selected reading material. In order to determine if the choice made is appropriate, students need to:

- select a page from the previewed book
- hold up a finger for each word about which they are unsure or do not know
- use the below-listed guide to determine if the book selected is “**just right**” to read during the independent reading component of the framework

0-1 words about which you are unsure or unfamiliar, the book may be too easy

2-3 words that are unfamiliar to you, the book may be “just right”

4-5 words that are unfamiliar to you, the book may be too hard

A book is **too hard** for me if:

- I get stuck on words
- It doesn’t make sense
- I can’t read with expression
- It is confusing

A book is **just right** for me if:

- I can read fast and smooth
- It makes sense
- I can read with expression
- I can retell the important parts
- I grow ideas as I read
- I like it

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 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:

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“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

Conferring/Anecdotal Notes

The teacher confers daily with individual students and maintains anecdotal notes across the year on each student.

See appendix for the note-keeping/anecdotal record template. See appendix for a detailed description of T’s record keeping.

Book-Talks/Book Recommendations need to include the following: (**orally, maximum time 5-8 minutes**)

1. List the book’s title, author, and genre
2. Develop a short summary of the text highlighting the parts of the book that are interesting without giving away the storyline
3. Read aloud a small excerpt that reveals something enticing about the book
4. Offer an explanation of why you liked the book and why you think others would enjoy it
5. Be as specific as possible
6. Talk about why the book is worth putting aside everything else in order to read it now

Guided Reading: All guided reading materials taught during this unit must represent **informational** texts.

The Framework for Guided Reading: Effective Teaching Interactions

- Select the text, then preview the book before introducing and teaching it
- Introduce the text
- Read the text
- Discuss and revisit the text
- Teach for Processing Strategies/Systems of Strategic Actions
- Engage in Word Work

Guided Reading: Guided reading starts by the last week in October.

The timeline: During this phase of the year, guided reading continues through to June.

The Essential Elements of Guided Reading:

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The Teacher:

- **selects** the text
- **previews/reads** the text
- **provides** an **introduction** for the text selected
- **introduces** the **whole text** or **unified sections** of the text with attention to the text complexity and demands of the text and the knowledge, experiences, and skills of the readers
- **discusses** the text with students and encourages them to discuss the text with each other
- **invites** students to ask **questions** about the text to expand their understanding
- **requires** students to **respond** in **writing** (reader response) to focusing/organizing questions based on the text's theme, ideas, characters, problem, solution, etc.
- **engages** students in **word work** based on the text to increase word knowledge and automaticity in word solving

Selecting a Guided Reading text – instructional level reading

Your instructional level teaching/guided reading will be based on three types of knowledge:

- detailed information about the reader (this information/data is available to the teacher via conference calls; letter writing artifacts; minilesson application; running records; and quick check-ins)
- familiarity with the available texts (teacher needs to consider text complexity)
- knowledge of the reading process and general principles of reading development

Introducing the Text: Planning the Introduction

A well-planned introduction to a text/article serves as a guide to the reader who will be processing a moderately challenging text independently. Explicit teaching and scaffolding (makes a potentially inaccessible text at the instructional level accessible) the text during the introduction and at planned intervals over time (revisiting and discussing the text) supports this process. This type of support “makes it possible to teach at the cutting edge of students’ understanding. Your teaching helps students read more productively and more intensely.”

- Help the students connect the text to their own lives, to their knowledge of the world, or to their literary experiences.
- Highlight genre and help them to predict the characteristics of the text they are reading based on past experience.
- Encourage the students to look at the cover of the book and generate expectations of the text.
- Demonstrate the kinds of questions readers ask about a text.
- Prompt them to think about the author’s style.
- Help them to recall what they already know about a topic.
- Help them to discover and internalize literary language patterns they might not use in everyday speech.
- Reveal the structure of the whole text-how the author has organized the information.
- Stimulate interest in the text so that students will be interested in reading it.
- Call attention to the conventions of print, i.e., punctuation, titles, subtitles, chapter headings.
- Show them how to use text layout, i.e., side bar headings, column breaks, and graphic information.
- Encourage the students to notice vocabulary and language structures that will need as they process the text.
- Teach them how to use a table of contents, indices, appendices, and other reference sections of

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texts.

- Prompt the children to examine and interpret illustrations, charts, graphs, maps, and other visual aids and discuss how they communicate the meaning of text.
- Distinguish their own point of view from that of the author of a text.

See page **215** in *Guiding Readers and Writers...* for a snapshot view of the **teacher's** and **student's role during and after guided reading lessons.**

Guided reading instruction: introducing text, scaffolding the text, conducting discussions, creating assignments, etc.

Guided Reading Purpose: On-going successful scaffolding of instructional level books is needed so that the instructional reading level becomes the child's independent reading level thereby reflecting growth in reading and supporting the child to move up the ladder of text complexity.

Teaching for Strategies: Thinking Within, Beyond and About the Text

Thinking Within the Text: The reader processes the information in the text in order to gain the basic or literal meaning of print.

Strategic actions include:

- Solving Words
- Monitoring and Self-Correcting
- Searching for and Using All Kinds of Information
- Summarizing the Text
- Maintaining Rate and Phrasing to Produce Fluency
- Adjusting (speed and technique according to text purpose and type)

Thinking Beyond the Text: The reader brings information to the text that is not explicitly there.

Strategic actions include:

- Predicting
- Making Connections (relating and comparing the text to others one has read or heard)
- Understanding what is implied, but not directly told (inferring)
- Integrating existing content knowledge with new knowledge (synthesizing); synthesizing the information to realize the greater meaning of the text

Thinking About the Text: The reader considers the text as an object, noticing many things about it: craft, structure, quality and authenticity of the writing.

Strategic actions include:

- Analyzing
- Critiquing
 - aspects of the writer's craft
 - organization and structure
 - use of language
 - use of literary devices
 - characteristics of genre

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- features that can be used to evaluate the quality or authenticity of the text
- underlying organizational structures that represent the way the writer provides information: compare/contrast, cause/effect, description

Word Work: The instruction of vocabulary and the understanding and use of words is embedded in every component of the reading workshop model. Ways to integrate vocabulary instruction can be found in Read Alouds, guided reading, independent reading, shared reading, word study, and writing workshop.

Competent Word Learners:

- learn new words by encountering them in context during conversations and in their reading
- connect new words with what they already know
- use word parts and their functions (base words, root words, affixes to identify the meaning of multisyllable words)
- recognize words that have the same meaning (synonyms)
- recognize words that have opposite meanings (antonyms)
- recognize that words may have multiple meanings and use context to determine the precise meaning intended by the writer or speaker
- determine the meaning and pronunciation of words using dictionaries and other references
- understand the figurative uses of words (similes, metaphors)
- recognize the connotation and denotation of new words
- use context clues and knowledge of language to understand new words while listening and reading
- use new words in talking and writing about reading

Ways to Integrate Vocabulary Instruction in Reading and Writing:

During Interactive Read-Alouds

- increase the amount of text students encounter through read-alouds
- draw attention to meaning of words before, during, and after reading aloud to students
- use intentional conversation that includes words students will be reading or have heard you read
- use interactive vocabulary lessons to deepen understanding of how a writer has used a word to create meaning in a specific text
- invite students to discuss words they found interesting or didn't understand

During Guided Reading

- use new words in conversation during the introduction to the text
- discuss and locate new words during the introduction to a text
- help students connect new words to concepts they already know
- for difficult and new ideas that are central to understanding the text, teach both the concept and the word
- teach students specific strategies for deriving the meaning of words from context
- teach and then prompt students to monitor their own understandings as they read
- use word webs or similar interactive vocabulary techniques after students have read new words in a text

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- use semantic features analysis to compare words in the text and their relationships
- have students keep lists of new and interesting words in their reader's notebooks
- have students revisit the text to discover hierarchical relationships among concepts

During Independent Reading

- ensure a large variety of texts are available for students during independent reading time
- encourage students to use new words as they write about their reading in their reader's notebooks
- during sharing, encourage students to give examples of interesting new words they have discovered/noticed

During Word Study

- teach students to make connections among words by meaning
- teach students to make connections via word part, part of speech, affixes, sounds, meanings
- invite students to play Lotto, Concentration, and other games using synonyms, antonyms, homophones, homographs
- use poems to help students learn about words ((antonyms, synonyms, nouns, verbs, adjectives, adverbs, metaphors)
- help students sort words by meaning
- teach many different kinds of words
- help students understand the structure of a word and its relation to meaning

Strategies to use when a **word** is **unfamiliar**:

- chunk the letters and read at least the first part of the word
- read on to see if the word becomes clear later
- think about the meaning based on how the story is unfolding and then think about the word's sounds
- see if root words (base words) prefixes, or suffixes are a part of the word
- check for a glossary, footnotes, or endnotes that might explain the word
- check if the word is a bit like a word you know in another language that would make sense
- use a dictionary or, if possible, google the word
- last resort option: ask someone

During Guided Reading sessions, include the following questions as part of your discussion to meet the goals of the Common Core Standards:

Guided Reading Discussion Questions	Common Core Standards
Ask students to recount what the text has taught them thus far. <i>(Do not get sidetracked on what the students may already know, or think they know, or how they feel about the topic, or discuss related</i>	Key Ideas and Details RI.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.

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<p><i>experiences, or their own opinions.)</i></p> <p>Focus on what the text states explicitly.</p> <p>After students have read the text closely (monitored and self-corrected their reading as needed), invite students to go beyond the literal meaning of the text to think about what is not there, but is implied by the writer (inferential thinking).</p>	
<p>What is the central idea of the text? Examine this idea and its relationship to supporting details in the text.</p> <p>Ask students to provide an objective *summary of the text. This summary needs to be free of personal opinions or judgments.</p> <p>*A summary is putting together important information as you read disregarding irrelevant information.</p>	<p>RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<p>Readers need to notice the connections, distinctions, and relationships between and among individuals, ideas, or events in informational text/articles.</p> <p>Describe the relationship between and among individuals, a series of events, concepts, or ideas, in this text/article (use language that pertains to comparisons, analogies, or categories).</p>	<p>RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<p>Standards 8.4 – 8.6 Invite you to look at how a text is written – its craft and structure, and how the craft and structure affect your understanding.</p> <p>Ask students to identify a word or phrase, especially, figurative, connotative, and technical language that seems more important or suggestive than others, or if some words seem surprising, or symbolic.</p> <p>Ask students to examine the impact that specific word choices have on meaning and tone of a text, including analogies or allusions to other texts.</p>	<p>Craft and Structure</p> <p>RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>At each section, ask students to determine in</p>	<p>RI.8.5. Analyze in detail the structure of a specific</p>

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<p>detail the structure of a specific paragraph in a text.</p> <p>Then ask the students to explain the role of certain/particular sentences in developing and refining a key concept in the paragraph.</p>	<p>paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
<p>Look back at the language choices in the text, how does the choice of words, the tone of language, illuminate the author's point of view on the topic?</p> <p>Does the author respond to a point of view or a piece of evidence that conflicts with his own?</p> <p>If the author responds to a conflicting viewpoint or purpose, examine the ways in which he does so.</p>	<p>RI.8.6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p>
<p>To tackle standards 8.7 – 8.9, You need to use of variety of mediums on a specific topic in order to evaluate the advantages and disadvantages of each medium.</p> <p>RI. 8.7 Asks us to critique/evaluate content in different media.</p> <p>How does a specific medium (e.g., print or digital text, video, multimedia) depict a particular idea or topic?</p> <p>Compare and contrast the advantages and disadvantages of the various mediums on the presentation of a specific topic.</p>	<p>Integration of Knowledge and Ideas</p> <p>RI.8.7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p>
<p>Define and critique/evaluate the arguments/claims in a text.</p> <p>Is the reasoning sound? Is the evidence relevant and sufficient?</p> <p>Determine whether evidence is relevant or irrelevant. Cite reasons for your position.</p>	<p>RI.8.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p>
<p>While reading a second or third text on the same topic as a preceding text, ask students to determine where the texts disagree on matters of fact or interpretation. Students need to point to specific words, word phrases, sentences, or paragraphs to support their thinking.</p>	<p>RI.8.9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p>

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<p>By year's end be able to read a variety of informational texts, including history, social studies, and science, within a grade 6-8 text complexity band using processing strategies effectively (word solving and higher order thinking skills/systems of strategic actions).</p>	<p>Range of Reading and Level of Text Complexity</p> <p>RI.8.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</p>
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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
- Employ strategies from Classroom Instruction that Works
- Create the Opportunity to Learn strategies
- Build lessons around student interests

Gifted Students:

- Utilize flexible groups-group gifted students with other gifted students or higher-level learners
- Encourage students to explore/research concepts in depth via independent studies or investigations (individual/group)
- 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

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	<p>a topic of study and compare the two</p> <ul style="list-style-type: none">• 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
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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