Unit Title: Building a Reading Life

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

Range of Reading and Level of Text Complexity

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

Integration of Knowledge and Ideas

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance	Expectations	Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulat in everyday life by de culture and comparin other individuals (e.g 7.1.NL.IPERS.5, 7.1.N	scribing one's own ng it to the cultures of ., 1.5.2.C2a,	Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a li of jobs and describe t with each job.		Different types of jobs require different knowledge and skills.
 better understand reading. Readers use word help them decode Readers read like purpose and fluer Readers generate from reading texts Readers apply cor strategies to supp of a text. Readers write above 	ategies to help them I texts they are study strategies to words. they speak, with ncy. bigger vocabularies s.	classroom support th How are all of the cor	tures, strategies, and routines in the inking and learning? mponents of reading (decoding, on, etc.) interconnected to support
Content/Resources: The Rose That Grew From Shakur The Challenge by, Gary So The Sniper by, Liam O'Fla The House on Mango Stre Cisneros The Crossover by, Kwame Sounder by, William Arms	oto gherty <i>eet</i> by, Sandra Alexander	Skills(Objectives): Main idea and suppor Summarizing Compare and contras Theme Figurative language Personal narrative Argumentation	

<i>Iggie's House</i> by, Judy Blume	Author's Purpose and Author's Point of View	
Crash by, Jerry Spinelli	Story Elements	
Eggs by, Jerry Spinelli	Plot	
Stargirl by, Jerry Spinelli	Textual Evidence	
	Character	
	Poetic Elements	
	Word Meaning	
	Greek and Latin Affixes and Roots	
Interdisciplinary Connections:		
	I studies topics. Students will also work on vocabulary skills	
to break apart technical terms that they learn in	other subject areas.	
Stage 2: A	Assessment Evidence	
Performance Task(s):	Other Evidence:	
IXL	Graphic Organizers	
MAP	Student Notebook Work	
PCR Writing Tasks		
Columbia Teachers College Reading and		
Writing Project Running Records		
QRI-6 Word Lists		
Stage 3: Learning Plan		
Stage	3: Learning Plan	
Stage <u>Learning Opportunities/Strategies:</u>	3: Learning Plan <u>Resources:</u>	
Learning Opportunities/Strategies:	Resources:	
Learning Opportunities/Strategies:	Resources: https://www.ixl.com/signin/pemb	
Learning Opportunities/Strategies: Do Now: Vocabulary, Graphic Organizer	Resources: <u>https://www.ixl.com/signin/pemb</u> <u>https://www.fcrr.org/student-center-activities</u>	
Learning Opportunities/Strategies: Do Now: Vocabulary, Graphic Organizer Teach/Model: The skill or strategy that is being	Resources: <u>https://www.ixl.com/signin/pemb</u> <u>https://www.fcrr.org/student-center-activities</u> WTW Word Sorts	
Learning Opportunities/Strategies: Do Now: Vocabulary, Graphic Organizer Teach/Model: The skill or strategy that is being	Resources: <u>https://www.ixl.com/signin/pemb</u> <u>https://www.fcrr.org/student-center-activities</u> WTW Word Sorts Wilson Workbooks	
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*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	On Grade Level	Struggling Students	Special Needs/ELL
Students	Students		
		Struggling Students will receive small group instruction from the Reading Specialist. Reading assessments will be conducted to determine needs. Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate. 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. Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text. Students will use sentence frames to assist them in their	Special Needs/ELL 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 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

Students will be coached by the teacher in order to advance their understanding of	demonstrate their understanding of the text.	
the skill or strategy.		

Unit Title: Navigating Nonfiction

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.8.1. Cite the textual evidence and make relevant connections 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.

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 the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine 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.

Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	Career Readiness	, Life Literacies and Ke	y Skills
Standard	Performance	Expectations	Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulat in everyday life by de culture and comparin other individuals (e.g 7.1.NL.IPERS.5, 7.1.N	scribing one's own ng it to the cultures of ., 1.5.2.C2a,	Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a li of jobs and describe t with each job.		Different types of jobs require different knowledge and skills.
 better understand reading. Readers use word help them decode Readers read like to purpose and fluen Readers generate from reading texts Readers apply con strategies to support of a text. Readers write abort 	ategies to help them texts they are study strategies to words. they speak, with cy. bigger vocabularies	classroom support th How are all of the cor	tures, strategies, and routines in the inking and learning? mponents of reading (decoding, on, etc.) interconnected to support
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Crash by, Jerry Spinelli	Plot
Eggs by, Jerry Spinelli	Textual Evidence
Stargirl by, Jerry Spinelli	Character
	Poetic Elements
	Word Meaning
	Greek and Latin Affixes and Roots
Interdisciplinary Connections:	
	Il studies topics. Students will also work on vocabulary skills
to break apart technical terms that they learn in	
	Assessment Evidence
Performance Task(s):	Other Evidence:
IXL	Graphic Organizers
MAP	Student Notebook Work
PCR Writing Tasks	
Columbia Teachers College Reading and	
Writing Project Running Records	
QRI-6 Word Lists	
Stage	3: Learning Plan
Learning Opportunities/Strategies:	Resources:
Do Now: Vocabulary, Graphic Organizer	https://www.ixl.com/signin/pemb
	https://www.fcrr.org/student-center-activities
<i>Teach/Model:</i> The skill or strategy that is being	WTW Word Sorts
taught will be modeled for the students.	Wilson Workbooks
	https://www.readworks.org/
<i>Guided Practice</i> : Students try to apply the	https://newsela.com/
skill/strategy with support of the teacher.	https://achievethecore.org/
	Nifty, Thrifty, Fifty:
Independent Practice: Students apply the skill	https://catherinesconfetti.wordpress.com/teaching-readi
or strategy that was taught independently or	ng-2/phonics/phonics-activity-the-nifty-thrifty-fifty/
in a small group.	https://www.glsen.org/resources/educator-resources
	https://mcc.gse.harvard.edu/resources-for-educators/sup
Strategies:	porting-lgbtqia-youth-resource-list
Boxes and Bullets, SWBSF, The What/So What,	https://www.respectability.org/resources/education-reso
5 W's, Think-Pair-Share	urces-disability-issues/
	https://www.learningforjustice.org/
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	On Grade Level	Struggling Students	Special Needs/ELL
Students	Students		
		Struggling Students will receive small group instruction from the Reading Specialist. Reading assessments will be conducted to determine needs. Resources such as ReadLive, FCRR, IXL etc. will be used to differentiate. 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. Students will read texts at a lower level and will be given a graphic organizer to assist them in comprehending the text. Students will use sentence frames to assist them in their	Special Needs/ELL 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 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

Students will be coached by the teacher in order to advance their understanding of the skill or strategy.	demonstrate their understanding of the text.	
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Unit Title: Developing Skills to Comprehend Literature

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Craft and Structure

RL.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RL.8.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

RL.8.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Integration of Knowledge and Ideas

RL.8.7. Evaluate the choices made by the directors or actors by analyzing the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.

Range of Reading and Level of Text Complexity

RL.8.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

	Career Readiness	, Life Literacies and Ke	y Skills
Standard	Performance	Expectations	Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulat in everyday life by de culture and comparin other individuals (e.g 7.1.NL.IPERS.5, 7.1.N	scribing one's own ng it to the cultures of ., 1.5.2.C2a,	Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a li of jobs and describe t with each job.		Different types of jobs require different knowledge and skills.
 better understand reading. Readers use word help them decode Readers read like to purpose and fluen Readers generate from reading texts Readers apply con strategies to support of a text. Readers write abort 	ategies to help them texts they are study strategies to words. they speak, with cy. bigger vocabularies	classroom support th How are all of the cor	tures, strategies, and routines in the inking and learning? mponents of reading (decoding, on, etc.) interconnected to support
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Crash by, Jerry Spinelli	Plot
Eggs by, Jerry Spinelli	Textual Evidence
Stargirl by, Jerry Spinelli	Character
	Poetic Elements
	Word Meaning
	Greek and Latin Affixes and Roots
Interdisciplinary Connections:	
Nonfiction texts are related to science and socia	l studies topics. Students will also work on vocabulary skills
to break apart technical terms that they learn in	other subject areas.
, , , , , , , , , , , , , , , , , , , ,	2
Stage 2: A	Assessment Evidence
Performance Task(s):	Other Evidence:
IXL	Graphic Organizers
MAP	Student Notebook Work
PCR Writing Tasks	
Columbia Teachers College Reading and	
Writing Project Running Records	
QRI-6 Word Lists	
Stage	3: Learning Plan
Learning Opportunities/Strategies:	Resources:
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Togeh (Madal: The skill or strategy that is being	WTW Word Sorts
<i>Teach/Model:</i> The skill or strategy that is being	
taught will be modeled for the students.	Wilson Workbooks
Cuided Practice: Students trute apply the	https://www.readworks.org/
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skill/strategy with support of the teacher.	https://achievethecore.org/
Independent Duration Charles and the 199	Nifty, Thrifty, Fifty:
Independent Practice: Students apply the skill	https://catherinesconfetti.wordpress.com/teaching-readi
or strategy that was taught independently or	ng-2/phonics/phonics-activity-the-nifty-thrifty-fifty/
in a small group.	https://www.glsen.org/resources/educator-resources
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Differentiation	

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

to push their thinking. Students will be coached by the teacher in order to advance their understanding of the skill or strategy.	Students will use sentence frames to assist them in their ability to demonstrate their understanding of the text.
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Unit Title: Navigating Nonfiction

Stage 1: Desired Results

Standards & Indicators:

Progress Indicators for Reading Literature

Key Ideas and Details

RL.8.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Progress Indicators for Reading Informational Text

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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.

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 the structure an author uses to organize a specific paragraph in a text, including the role of particular sentences, to develop and to refine a key concept.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

RI.8.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information
clearly and accurately through the effective selection, organization, and analysis of content.

Career Readiness, Life Literacies and Key Skills			
Standard	Performance Expectations		Core Ideas
By the end of 8th Grade, awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).		Individuals from different cultures may have different points of view and experiences.
By the end of 8th Grade, an individual's strengths, lifestyle goals, choices, and interests affect employment and income.	9.1.2.CAP.1: Make a li of jobs and describe t with each job.		Different types of jobs require different knowledge and skills.
 Central Idea/Enduring Understanding: Readers utilize strategies to help them better understand texts they are reading. Readers use word study strategies to help them decode words. Readers read like they speak, with purpose and fluency. Readers generate bigger vocabularies from reading texts. Readers apply comprehension strategies to support their navigation of a text. Readers write about what they read to further explore their thoughts related to the text. 		classroom support th How are all of the cor fluency, comprehensi our understanding of	tures, strategies, and routines in the inking and learning? mponents of reading (decoding, on, etc.) interconnected to support
Content/Resources: The Rose That Grew From Shakur The Challenge by, Gary So The Sniper by, Liam O'Flag	to	Skills(Objectives): Main idea and suppor Summarizing Compare and contras Theme Figurative language	5

The House on Mango Street by, Sandra	Personal narrative	
Cisneros	Argumentation	
The Crossover by, Kwame Alexander	Author's Purpose and Author's Point of View	
Sounder by, William Armstrong	Story Elements	
Iggie's House by, Judy Blume	Plot	
Crash by, Jerry Spinelli	Textual Evidence	
Eggs by, Jerry Spinelli	Character	
Stargirl by, Jerry Spinelli	Poetic Elements	
Stargin by, serry spinelin	Word Meaning	
	Greek and Latin Affixes and Roots	
Interdisciplinary Connections:		
	al studies topics. Students will also work on vocabulary skills	
to break apart technical terms that they learn in	•	
Stage 2:	Assessment Evidence	
Performance Task(s):	Other Evidence:	
IXL	Graphic Organizers	
MAP	Student Notebook Work	
PCR Writing Tasks		
Columbia Teachers College Reading and		
Writing Project Running Records		
QRI-6 Word Lists		
Stage	3: Learning Plan	
Learning Opportunities/Strategies:	Resources:	
	https://www.fcrr.org/student-center-activities	
Do Now: Vocabulary, Graphic Organizer	WTW Word Sorts	
	Wilson Workbooks	
Teach/Model: The skill or strategy that is being	https://www.readworks.org/	
taught will be modeled for the students.	https://newsela.com/	
	https://achievethecore.org/	
Guided Practice: Students try to apply the	Nifty, Thrifty, Fifty:	
skill/strategy with support of the teacher.	https://catherinesconfetti.wordpress.com/teaching-readi	
	ng-2/phonics/phonics-activity-the-nifty-thrifty-fifty/	
Independent Practice: Students apply the skill	https://www.glsen.org/resources/educator-resources	
or strategy that was taught independently or	https://mcc.gse.harvard.edu/resources-for-educators/sup	
in a small group.	porting-lgbtqia-youth-resource-list	
	https://www.respectability.org/resources/education-reso	
Strategies:	urces-disability-issues/	
Boxes and Bullets, SWBSF, The What/So What,	https://www.learningforjustice.org/	
5 W's, Think-Pair-Share		
Differentiation		
*Please note: Teachers who have students with	504 plans that require curricular accommodations are to	
refer to Struggling and /or Special Needs Section		

refer to Struggling and/or Special Needs Section for differentiation

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

Students will be	comprehending the
coached by the teacher in order to	text.
advance their understanding of	Students will use
the skill or strategy.	sentence frames to
	assist them in their
	ability to
	demonstrate their
	understanding of
	the text.

Pacing Guide

Course Name	Content/Resources	Standards
UNIT 1: Building a Reading Life	·	
22 Days	 IXL Diagnostic https://www.ixl.com/signin/pemb Global Read Aloud Book (Generate reading interest) Guided Reading Texts (Based on Student's Levels): See 'Content' for options. Unit Online Assessment: Reading Assessments, MAP Testing 	 RL.8.1. RL.8.2. RI.8.2. RL.8.4. RL.8.7. RI.8.8. W.8.3.
UNIT 2: Navigating Nonfiction Texts		
22 Days	IXL https://www.ixl.com/signin/pemb Newsela https://newsela.com/ Readworks https://www.readworks.org/ Unit Online Assessment:MAP, Reading Assessments, PCR Rubric	 RI.8.1. RI.8.2. RL.8.2. RI.8.6. RI.8.8. RI.8.4. W.8.1.
UNIT 3: Developing Skills to Navigate	e Literature	

22 Days	Guided Reading Texts (Based on Student's Levels): See 'Content' for options. Achieve the Core <u>https://achievethecore.org/</u> Unit Online Assessment: Reading Assessments, MAP Testing	 RL.8.2. RL.8.4. RL.8.5. RL.8.3. RL.8.7. W.8.1.
UNIT 4: Navigating Nonfiction Texts		
22 Days	IXL https://www.ixl.com/signin/pemb Newsela https://newsela.com/ Readworks https://www.readworks.org/ Achieve the Core https://achievethecore.org/	 RI.8.2. RI.8.5. RI.8.4. RI.8.8. RI.8.1. RL.8.2. W.8.2.
	Unit Online Assessment:MAP, Reading Assessments, PCR Rubric	