

Reading 8

Unit Title: Reading

Stage 1: Desired Results

Standards & Indicators:

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

A. Know spelling-sound correspondences for common vowel teams.

B. Decode regularly spelled two-syllable words with long vowels.

C. Decode words with common prefixes and suffixes.

D. Identify words with inconsistent but common spelling-sound correspondences.

E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level text orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	
9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Central Idea/Enduring Understanding:

Readers use strategies to construct meaning.

Conventional spelling promotes common understanding.

Fluency is necessary for the comprehension of text.

Letter sounds correlate to the written word.

Essential/Guiding Question:

How do the letter sounds correlate to the written word?

How do I apply sound patterns as I read?

How are decoding, fluency, and comprehension connected?

Reading 8

		Why do people read?	
<u>Content:</u> Phonics Skills/Word Study Encoding Fluency Comprehension Strategies		<u>Skills(Objectives):</u> Increase phonemic awareness skills Increase phonics skills Increase decoding skills Increase reading fluency (WPM read) Increase vocabulary Improve reading comprehension Read independently for a purpose Increase encoding skills	
<u>Interdisciplinary Connections:</u> Cross-Curricular Texts ReadLive (Informational Texts related to Science and Social Studies)			
Stage 2: Assessment Evidence			
<u>Performance Task(s):</u> ReadLive Stories/Graphs Words Their Way Spelling Inventory QRI-6 Reading Assessment Student Writing		<u>Other Evidence:</u> Graphic Organizers Words Their Way Word Sorts	
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Before, During, and After Reading Strategies Vocabulary Decoding (Word Study) Fluency/Automaticity Word Recognition Spelling		<u>Resources:</u> ReadLive Words Their Way Wilson Workbooks The Florida Center for Reading Research ReadWorks	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Word Sorts and texts are given to students based on assessments they have taken to determine their instructional level. Higher level texts are provided to students who are above level.	Word Sorts and texts are given to students based on assessments they have taken to determine their	Word Sorts and texts are given to students based on assessments they have taken to determine their instructional level. If students	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

Reading 8

<p>Choices are offered to students to support all learning styles. (Paper and Pencil, Typing, Tactile, etc.)</p> <p>Students are given grade level questions to respond to and are given guidance to expand upon their thoughts about what they have read.</p>	<p>instructional level.</p> <p>Students are given graphic organizers and sentence frames in order to support their comprehension of text and their demonstration of their understanding.</p> <p>Choices are offered to students to support all learning styles. (Paper and Pencil, Typing, Tactile, etc.)</p>	<p>are struggling, their level will be adjusted.</p> <p>Students are given graphic organizers and sentence frames in order to support their comprehension of text and their demonstration of their understanding.</p> <p>Choices are offered to students to support all learning styles. (Paper and Pencil, Typing, Tactile, etc.)</p>	<p>channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Reading 8

Pacing Guide

Reading 8	Content/Resources	Standards
MP 1	Words Their Way, ReadLive	
UNIT 1 WTW Sort Yellow Group WTW Sort Blue Group	Sorts (Words Their Way) Short a/Long a Short o/Long o Short u/Long u Short e/Long e 'The Devil Sort' Review CVVC Pattern Open vs. Closed (A) Open vs. Closed (O) Open vs. Closed (U) Open vs. Closed (I) Vowel Patterns Adding -ing (VC and VCC) Adding -ing (VVC and VCe) Double, E-Drop, and Nothing Adding -ed Unusual Past Tense Plural Endings Unusual Plurals Inflected Endings and -y Compound Words Unit Online Assessment: Words their Way Spelling Inventory ReadLive	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words. RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
MP2		
UNIT 2 WTW Sort Yellow Group WTW Sort Blue Group	Sorts (Words Their Way) Long vs. Short Vowels (I and O) Long Vowel Pattern Review Ar, Are, Air Er, Ear, Eer Ir, Ire, Ier Or, Ore, Oar, W+Or	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams.

Reading 8

	<p>Ur, Ure, Ur-e</p> <p>Review of Ar, Or, Schwa+r</p> <p>O, Oi, Oy (Long Vowels)</p> <p>Diphthong (oo)</p> <p>More Compound Words</p> <p>Syllable Juncture (VCV, VCCV)</p> <p>More Syllable Juncture</p> <p>Syllable Juncture (VCV, VVCV)</p> <p>Syllable Juncture (VCCCV, VV)</p> <p>Open/Closed Syllables, Inflected Endings</p> <p>Accented Syllables (Long A)</p> <p>Accented Syllables (Long I)</p> <p>Accented Syllables (Long O)</p> <p>Accented Syllables (Long U)</p> <p>Unit Online Assessment:</p> <p>Words their Way Spelling Inventory</p> <p>ReadLive</p>	<p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
MP3		
<p>UNIT 3</p> <p>WTW Sort Yellow Group</p> <p>WTW Sort Blue Group</p>	<p>Sorts (Words Their Way)</p> <p>Diphthongs (au, aw)</p> <p>Diphthongs (al, ou, wa)</p> <p>Diphthongs (ou, ow)</p> <p>Silent Beginning Consonant</p> <p>Triple R-Blends</p> <p>Consonant Digraphs + R-Blends</p> <p>Hard/Soft C and G</p> <p>Final 'E'</p> <p>-Dge/-Ge</p> <p>-Tch, -Ch</p> <p>Accented Syllables (Long E)</p> <p>Accented Syllables (Ambiguous Vowels)</p> <p>More Accented Syllables (Ambiguous Vowels)</p>	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondences for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p>

Reading 8

	<p> Accented Syllables (R-Influenced A) Accented Syllables (R-Influenced O) Words with 'W' Before the Vowel Schwa + R (First Syllables) Schwa+R, R-Influenced 'E' Unaccented Final Syllable (le) Unaccented Final Syllable (le, el, il, al) </p> <p>Unit Online Assessment: Words their Way Spelling Inventory ReadLive</p>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
MP4		
<p>UNIT 4</p> <p>WTW Sort Yellow Group</p> <p>WTW Sort Blue Group</p>	<p>Sorts (Words Their Way)</p> <p>High Frequency Words (A and Be)</p> <p>Contractions</p> <p>Plural Endings (-s, -es)</p> <p>Three Sounds Past Tense (-ed)</p> <p>Homophones (Long a)</p> <p>More Homophones (Long a)</p> <p>Homophones (Long e)</p> <p>Homophones (Long i and o)</p> <p>Unaccented Final Syllable (er, ar, or)</p> <p>Agents and Comparatives</p> <p>Unaccented Final Syllable (chur, zhur, yur)</p> <p>Unaccented Final Syllable (en, on, ain, in)</p> <p>Unaccented Final Syllable (et, it, ate)</p> <p>Final -i, -ey, -ie</p> <p>Y+Inflected Endings</p> <p>Unaccented Initial Syllables (a-, de-, be-)</p> <p>Unit Online Assessment: Words their Way Spelling Inventory ReadLive</p>	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondences for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels.</p> <p>C. Decode words with common prefixes and suffixes.</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

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