

Little Compton Reading Curriculum-Grade 8

Designed by Heather Davidson, Kristen Moniz, Michael Tomasso, Janet Griffith; April 2011

**FLUENCY & ACCURACY**

*Applied Learning Standard(s): A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>College &amp; Career Readiness Anchor Standards for Reading:</b>  <b>(Range of Reading &amp; Level of Text Complexity)</b>                      10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Language Standards Grade 8: (Knowledge of Language)</b>                      3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>R–8–11 Reads grade-level appropriate material with...</b></p> <p>R–8–11.1 Accuracy: reading material appropriate <u>for grade 8</u> with at least 90-94% accuracy</p> <p>R–8-11.2 Fluency: reading with appropriate silent and oral reading fluency rates as determined by text demands and purpose for reading</p> <p>Oral rate: 150-180 words correct per minute                      Silent rate: 235-270 words correct per minute</p> <p>R–8–11.3 Fluency: reading familiar text with phrasing and expression and with attention to text features, such as punctuation, italics, and dialogue.</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher will:</u></p> <ul style="list-style-type: none"> <li>Model using appropriate rate, phrasing, stress and pausing, expression and emphasis, using a variety of resources (mentor texts) with integration</li> <li>Demonstrate how to read for different purposes (i.e., encouraging students to take different stance toward unfamiliar texts)</li> <li>Prompt students' attention to punctuation, italics and dialogue</li> <li>Activate anticipatory sets by previewing vocabulary and key concepts</li> <li>Teach text features across a variety of texts/genres</li> <li>Encourage students to make connections and predictions</li> <li>Provide books on tape/CD/I-Pod</li> <li>Model fluent reading and fix-up strategies</li> <li>Provide opportunities to reread texts</li> <li>Facilitate Readers Theatre and shared readings</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year)for PLPs</li> <li>LASW (Looking at Student Work)</li> <li>Running Records</li> <li>Formative Assessments/Book Talks</li> <li>Common Assessments/Rubrics</li> <li>Conferencing/Accuracy Check &amp; Comprehension Evaluation</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Recognize and apply knowledge of text features</li> <li>Apply previewing and predicting of text</li> <li>Self-correct miscues and notice discrepancies in constructing meaning</li> <li>Adjust rate of reading to accommodate different purposes and understandings</li> <li>Reread texts to improve accuracy and fluency</li> <li>Read independently with fluency using appropriate expression and emphasis, rate, phrasing, stress and pausing, attending to punctuation, italics and dialogue</li> <li>Read on grade-level texts with at least 90-94% accuracy, with fluency rates of at least 150-180 correct wpm (oral)</li> <li>Read on grade-level texts with at least 90-94% accuracy, with fluency rates of at least 235-270 correct wpm (silent)</li> </ul>	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Making Meaning</i> program</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Smart Board; charts</li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as sticky notes, highlighters</li> <li>Magazines: <i>Junior Scholastic; Science World; Scope</i></li> <li>Readers Theatre</li> <li>I-Pod/CD/books on tape</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>The Fluent Reader</i> by Timothy Rasinski</li> <li><i>Teaching for Comprehension and Fluency K-8</i> by Fountas and Pinnell</li> <li><i>Comprehension Toolkit</i> by Stephanie Harvey &amp; Anne Goudvis</li> <li><i>7Keys to Comprehension</i> by Zimmerman</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>When Kids Can't Read</i> by Kyleene Beers</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

Little Compton Reading Curriculum-Grade 8

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**WORD IDENTIFICATION & DECODING**

*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Language Standards</b>  <b>Grade 8:</b>  <b>(Knowledge of Language)</b>                      3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>(Vocabulary Acquisition &amp; Use)</b>                      6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>R-8-1</b>  <b>Applies word identification/decoding strategies by ...</b></p> <p>R–8–1.1 Identifying multi-syllabic words, by using knowledge of sounds, syllable division, and word patterns</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Practice taking words apart</li> <li>Teach syllables, clusters, digraphs, diphthongs, vowel patterns, common prefixes and suffixes to decode multi-syllabic words</li> <li>Model application of using known words to unlock the unknown</li> <li>Expose and nurture students in developing a sophisticated language environment to improve communicative competence</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year)for PLPs</li> <li>LASW (Looking at Student Work)</li> <li>Running Records</li> <li>Spelling Pattern Assessments</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Conferencing</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Identify and apply knowledge of syllables, clusters, digraphs, diphthongs, vowel patterns and common prefixes and suffixes to decode multisyllabic words</li> <li>Take words apart (prefixes, suffixes, base/root words, derivatives)</li> <li>Solve words in grade-level appropriate texts efficiently and accurately</li> </ul>	<p><u>Programs and Materials</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li><i>Spelling Connections</i> by Zaner/Bloser</li> <li><i>Word Wisdom</i> by Zaner/Bloser</li> <li><i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston</li> <li>Smart Board; charts</li> <li>Magazines: <i>Junior Scholastic</i>; <i>Science World</i>; <i>Scope</i></li> <li>Instructional resources such as sticky notes, highlighters</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Word Matters</i> by Fountas and Pinnell</li> <li><i>Wondrous Words</i> by Kate Wood Ray</li> <li><i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston</li> <li><i>When Kids Can't Read</i> by Kylee Beers</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

**VOCABULARY**  
*Applied Learning Standard(s): A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>College and Career Readiness Anchor Standards for Language:</b>  <b>(Knowledge of Language)</b>                      3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b>(Vocabulary Acquisition &amp; Use)</b>                      4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.                      5. Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.                      6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>Language Standards for Grade 8:</b>  <b>(Vocabulary Acquisition &amp; Use)</b>                      4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies.                      4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or functions in a sentence) as a clue to the meaning of a word or phrase.                      4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede, recede, secede</i>).                      4c. 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.                      4d. 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).                      5. Demonstrate an understanding of figurative language, word relationships, and nuances in word meanings.                      5a. Interpret figures of speech (e.g. verbal irony, puns) in context.                      5b. Use the relationship between particular words to better understand each of the words.                      5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).                      6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>R–8–2</b>  <b>Students identify the meaning of unfamiliar vocabulary by...</b>                      R–8–2.1 Using strategies to unlock meaning (e.g., knowledge of word structure, including prefixes/suffixes and base words; common roots, or word origins; or context clues; or other resources, such as dictionaries, glossaries, thesauruses; or prior knowledge).</p> <p><b>R–8–3</b>  <b>Shows breadth of vocabulary knowledge through demonstrating understanding of word meanings or relationships by ...</b>                      R–8–3.1 Identifying synonyms, antonyms, homonyms/homophones, or shades of meaning, or word origins, including words from other languages that have been adopted into our language                      EXAMPLE: (word origin from other language):                      de'ja'vu</p> <p>R–8–3.2 Selecting appropriate words or explaining the use of words in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary.</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Select words/phrases to specify literary elements and genres (signal words)</li> <li>Provide opportunities to identify precise word meanings, parts of speech and pronunciation</li> <li>Locate words, word meanings, synonyms, antonyms, pronunciation, Greek &amp; Latin affixes and roots, common roots, and word origins in general and specialized reference materials</li> <li>Connect new words to known words through word associations, e.g., synonyms, antonyms, homophones, root words, comparative words/analogies</li> <li>Introduce words from other origins and provide opportunities to associate word parts/roots with known English derivatives.</li> <li>Talk about words, word meanings and word relationships as they are encountered in reading, writing, speaking and listening across the curricula</li> <li>Provide samples of figurative language and expose students to the nuances of words</li> <li>Model and practice categorizing and classifying words</li> <li>Provide opportunities to predict word meanings, using tools such as word maps, word ladders, cloze procedure, and word exploration activities</li> <li>Discuss the meanings of words and their relationships to other words, identifying specifically the parts of speech across the curricula</li> <li>Model the use of context clues to determine word meanings and broaden comprehension</li> <li>Share student writing to promote vocabulary growth through social interaction and peer experiences</li> <li>Expose different registers of standard English and multicultural forms of language</li> <li>Teach students to understand a variety of language structures</li> <li>Provide a variety of word walls to promote vocabulary usage across the curricula</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year) for PLPs</li> <li>LASW (Looking at Student Work)</li> <li>Running Records</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Conferencing</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Apply knowledge of language while reading, writing, speaking and listening to show understanding of language conventions and parts of speech</li> <li>Use glossaries, dictionaries, thesauruses and other specialized (content-based) reference materials independently, in print and digital form, to clarify word meanings or phrases and pronunciation</li> <li>Identify words by relating them to synonyms and antonyms, homonyms/homophones, and other comparative words/analogies (e.g. cause/effect, part/whole, item/category relationships)</li> <li>Identify words that have originated in other languages, and adopted into the English language</li> <li>Acquire and use descriptive words in context that shows shades of meaning and precise vocabulary</li> <li>Apply the meaning of unknown multiple-meaning words and phrases using context, Greek and Latin affixes and roots, common roots, word origins, and reference materials</li> <li>Use background knowledge to unlock word meanings</li> <li>Interpret and demonstrate an understanding of figurative language/speech (e.g., similes, metaphors, personification, symbolism, common idioms, verbal irony and puns)</li> <li>Demonstrate use of new vocabulary from domain areas and conversations across the curricula</li> <li>Acquire new vocabulary using context clues at the sentence and paragraph levels</li> <li>Demonstrate independence in gathering vocabulary knowledge to further comprehension</li> <li>Recognize an author's use of vocabulary to develop flexibility of expression</li> <li>Recognize different registers of standard English, informal and multicultural language</li> <li>Analyze different language structures to facilitate meaning</li> <li>Use precise vocabulary and domain-specific words and phrases across curricula</li> </ul>	<p><u>Programs and Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Making Meaning</i> program</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Smart Board; charts</li> <li>Curriculum-aligned computer games and websites</li> <li>Word games and activities</li> <li>Dictionaries, thesauruses and glossaries</li> <li><i>Spelling Connections</i> by Zaner/Bloser</li> <li><i>Word Wisdom</i> by Zaner/Bloser</li> <li>Instructional resources such as sticky notes, highlighters, feature analysis, semantic mapping</li> <li>Magazines: <i>Junior Scholastic &amp; Science World; Scope</i></li> <li>Word walls</li> <li><i>Write Source</i> by Sebranek, Kemper, Meyer</li> <li>Grammar &amp; Vocabulary activities</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>The Continuum of Literacy Learning Grades 3-8</i> by Fountas &amp; Pinnell</li> <li><i>Word Study</i> by Fountas &amp; Pinnell</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>Creating Robust Vocabulary</i> by Isabel Beck</li> <li><i>What Matters Most in Vocabulary</i> by Patricia Cunningham</li> <li><i>Is That A Fact?</i> by Tony Stead</li> <li><i>Wondrous Words</i> by Katie Wood Ray</li> <li><i>Inside Words</i> by Janet Allen</li> <li><i>Words, Words, Words</i> by Janet Allen</li> </ul>
Common Assessment: 1 <sup>st</sup> qtr:	2 <sup>nd</sup> qtr:	3 <sup>rd</sup> qtr:	4 <sup>th</sup> qtr:	

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## LITERARY TEXTS-INITIAL UNDERSTANDING

### Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Reading Standards for Literature Grade 8: (Key Ideas &amp; Details)</b> 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.</p> <p><b>Reading Standards for Literature Grade 8: (Craft &amp; Structure)</b> 5. Compare and contrast the structure of two or more texts and analyze how the differing structures of each text contributes to its meaning and style. 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.</p> <p><b>Reading Standards for Literature Grade 8: (Integration of Knowledge and Ideas)</b> 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</p> <p><b>Reading Standards for Literature Grade 8: (Range of Reading &amp; Level of Text Complexity)</b> 10. By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity bands independently and proficiently.</p>	<p><b>GLE: R-8-4 – Demonstrate initial understanding of elements of literary texts by ...</b></p> <p>-R-8-4.1 Identifying or describing character(s), setting, problem/solution, or plots/subplots, as appropriate to text; or identifying any significant changes in character or setting over time; or identifying rising action, climax, or falling action.</p> <p>-R-8-4.2 Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text</p> <p>-R-8-4.3 Generating questions before, during and after reading to enhance/expand understanding and/or gain new information</p> <p>-R-8-4.4 Identifying the characteristics of a variety of types/genres of literary text (e.g., <b>literary texts</b>: poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, mysteries, science fiction, myths, legends, short stories, <u>epics</u>, <u>novels</u>, <u>dramas</u>)</p> <p>-R-8-4.5 Identifying literary devices as appropriate to genre: rhyme schemes, alliteration, simile, dialogue, imagery, metaphors, flashback, onomatopoeia, repetition, personification, or <u>hyperbole</u></p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Discuss texts: whole-group, small-group, individual, “turn-and-talk”, Jigsaw, response journals, Literature Circles</li> <li>Model and practice how to craft a detailed response, oral and/or written, to literature using text evidence</li> <li>Model exemplars of summarizing and sequencing, orally and in writing</li> <li>Distinguish between paraphrasing and copying from texts</li> <li>Model and practice how to question to obtain meaning from text</li> <li>Present and teach a variety of genres and distinguish their specific characteristics (poetry, plays, fairy tales, fantasy, fables, realistic fiction, folktales, historical fiction, science fiction, myths, legends, short stories, epics, novels, dramas)</li> <li>Explain the characteristics of literary devices appropriate to genres, focusing on hyperbole</li> <li>Provide opportunities to identify and analyze literary elements in a variety of texts, focusing on their interactions within the text, specifically subplots</li> <li>Explain and review the structural elements of poetry, drama and prose examining how different text structures contribute to meaning and style</li> <li>Identify how an author develops contrasting points of view between characters and the audience or readers, to create specific effects</li> <li>Provide opportunities to show how dialogue and incidents create rising action, reveal character traits or provoke decisions</li> <li>Present and discuss multimodal forms of literature to compare them to the original text or script; highlight choices made by the director or actors</li> <li>Guide and support student reading of literature at the high end of the grade 6-8 complexity band</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year)for PLPs</li> <li>Running Records</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Responding to Literature</li> <li>Conferencing</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Cite text evidence to support thinking to : <ul style="list-style-type: none"> <li>Explicitly explain text</li> <li>Draw inferences</li> <li>Identify and describe story’s character (s), settings , problem/solution, plot/subplots</li> <li>Identify rising action, climax and falling action of plot</li> <li>Identify and analyze the relationships between characters, setting and plot</li> <li>Identify and analyze how dialogue or incidents create rising action, reveals aspects of characters, or provokes decisions</li> <li>Identify how setting affects characters and/or setting over time</li> </ul> </li> <li>Paraphrase and summarize key ideas/plots with major events sequenced, as appropriate to text</li> <li>Generate questions before, during and after reading</li> <li>Extend questions to enhance understanding and recall of the text and/or gain new information</li> <li>Recognize and list characteristics that determine genres, most specifically epics, novels, dramas</li> <li>Identify literary devices as appropriate to the genre (e.g., rhyme schemes, personification, alliteration, simile, metaphor, imagery, dialogue, flashback, onomatopoeia, repetition, hyperbole)</li> <li>Identify structural elements of poems, prose and drama when reading, writing or speaking</li> <li>Compare and contrast two or more texts and analyze how different text structures contribute to each text’s meaning and style</li> <li>Recognize and analyze how an author develops contrasting points of view, between characters and the audience or readers, to create effects (e.g., suspense, humor)</li> <li>Compare and contrast written text to various multimedia presentations by analyzing and evaluating the choices that were made to either change or remain consistent with the original text or drama.</li> <li>Read and show an understanding of literature at the high end of grades 6-8, proficiently with independence</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry</li> <li><i>Making Meaning</i> program</li> <li>Graphic organizers</li> <li>Smart Board; charts</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as sticky notes, highlighters</li> <li>Strategies: SQP3R; ACE; QAR</li> <li>Rubrics / Student Book Reviews</li> <li>Magazines: <i>Junior Scholastic</i>; <i>Science World</i>; <i>Scope</i></li> <li>Readers Theatre</li> <li>Literature Circles</li> <li>Reading Journals</li> <li>Audio/I-Pods/CDs</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell</li> <li><i>Reading Essentials</i> by Reggie Routman</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> <li><i>Teaching Reading in Small Groups</i> by Jennifer Serravallo</li> <li><i>7Keys to Comprehension</i> by Zimmerman</li> <li><i>Reciprocal Teaching at Work</i> by Lori Oczkus</li> <li><i>Comprehension Toolkit</i>, by Harvey &amp; Goudvis</li> <li><i>The Art of Teaching Reading</i> by Lucy Calkins</li> <li><i>Literature Circles</i> by Harvey Daniels</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

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**LITERARY TEXT-ANALYZE AND INTERPRET**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Reading Standard for Literature Grade 8: (Key Ideas &amp; Details)</b>                      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.</p> <p><b>Reading Standard for Literature Grade 8: (Craft &amp; Structure)</b>                      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.</p> <p><b>Reading Standard for Literature Grade 8: (Integration of Knowledge &amp; Ideas)</b>                      9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><b>Reading Standard for Literature Grade 8: (Range of Reading &amp; Level of Text Complexity)</b>                      10. By the end of the year read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently</p>	<p><b>GLE: R-8-5- Analyze and interpret elements of literary texts, citing evidence where appropriate by....</b>                      -R-8-5.1 Explaining or supporting logical predictions                      -R-8-5.2 Describing <u>characterization (e.g., stereotype, antagonist, protagonist)</u>, motivation, or interactions, citing thoughts, words, or actions that reveal characters' traits, motivations, or their changes over time                      -R-8-5.3 Making inferences about cause/effect, internal or external conflicts (e.g., person versus self, person versus person, person versus nature/society/fate), or the relationship among elements within text (e.g., describing the interaction among plot/subplots)                      -R-8-5.4 Explaining how the narrator's point of view affects the reader's interpretation                      -R-8-5.5 Explaining how the author's message or theme (<u>which may include universal theme</u>) is supported within the text</p> <p><b>GLE: R-8-6- Analyze and interpret author's craft, citing evidence where appropriate by....</b>                      -R-8-6.1 Demonstrating knowledge of <u>author's style</u> or use of literary elements and devices (e.g., imagery, repetition, flashback, foreshadowing, personification, <u>hyperbole, symbolism, or use of punctuation</u>) to analyze literary work</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Activate prior knowledge through questioning and discussions in making predictions and inferences</li> <li>Identify and discuss, using varied texts:                             <ul style="list-style-type: none"> <li>Cause/effect, internal and external conflicts*, or the relationship among elements (plot/subplot)</li> <li>Characterization, character traits, motivation and/or interactions</li> <li>How characters change over time</li> <li>Narrator's point of view and how it influences reader's interpretation</li> <li>How the author's message or theme (universal theme or not) is supported</li> </ul> </li> <li>Focus on the author's use of literary elements and devices (specifically hyperbole, symbolism, or the use of punctuation), identifying each to interpret author's style, craft and purpose</li> <li>Facilitate opportunities to:                             <ul style="list-style-type: none"> <li>Cite evidence to strongly support an analysis of what the text says explicitly</li> <li>Cite evidence that most strongly supports inferences from the text</li> <li>Locate and discuss implied and symbolic word meanings</li> <li>Identify the location and analyze the impact of the author's use of specific word choices on meaning and tone, analogies and/or allusions to other texts</li> <li>Compare and contrast modern fiction to myths, traditional stories or religious works by describing how the material is rendered new through themes, events, or character types</li> </ul> </li> <li>Guide and support student reading of literature at the high end of grade 6-8 complexity band</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year)for PLPs</li> <li>Running Records</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Responding to Literature /Journals</li> <li>Conferencing</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Analyze and interpret elements of literary texts, citing evidence when:                             <ul style="list-style-type: none"> <li>Supporting predictions</li> <li>Describing characterization (e.g., stereotype, antagonist, protagonist) through character traits, motivations, interactions and their changes over time</li> <li>Making inferences about cause/effect, internal and external conflicts*, or the relationship among elements (e.g., describing the interaction among plots/subplots)</li> <li>Identifying and explaining how the narrator's point of view influences reader's interpretation</li> <li>Identifying and explaining how the author's message or theme (universal theme or not) is supported</li> </ul> </li> <li>Identify the characteristics of literary elements and devices, with a focus on hyperbole, symbolism, or use of punctuation, as well as imagery, repetition, flashback, foreshadowing and personification</li> <li>Analyze literary elements/devices to interpret author's style, craft and purpose* see GLE list</li> <li>Cite evidence that most strongly supports an analysis of what the text says explicitly</li> <li>Cite evidence that most strongly supports inferences drawn from the text. Demonstrate an understanding of symbolic and implied word meanings</li> <li>Identify and analyze the impact of the author's use of specific word choices on meaning and tone, including analogies and/or allusions to other texts</li> <li>Investigate and analyze how some modern fiction references themes, events, or character types from myths, traditional stories or religious works and describe how the material is rendered new</li> <li>Read and show an understanding at the high end of grade 6-8 literature</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry</li> <li><i>Making Meaning</i> program</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Smart Board; charts</li> <li>Strategies:SQP3R; ACE; QAR</li> <li>Graphic organizers</li> <li>Rubrics /Student Book Reviews</li> <li>Magazines: <i>Junior Scholastic; Scope; Science World</i></li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as sticky notes, highlighters</li> <li>Readers Theatre</li> <li>Journals</li> <li>Socratic Seminar/Literature Circle</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell</li> <li><i>Reading Essentials</i> by Reggie Routman</li> <li><i>Mosaic of Thought</i>, by Keene and Zimmerman</li> <li><i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> <li><i>Teaching Reading in Small Groups</i> by Jennifer Serravallo</li> <li><i>7Keys to Comprehension</i> by Zimmerman</li> <li><i>I Read It But I Don't Get It</i> by Tovani</li> <li><i>When Kids Can't Read</i> by Kyleene Beers</li> <li><i>Literature Circles</i> by Harvey Daniels</li> <li><i>In The Middle</i> by Nancie Atwell</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

Little Compton Reading Curriculum-Grade 8

Designed by Heather Davidson, Kristen Moniz, Michael Tomasso, Janet Griffith; April 2011

**LITERARY TEXT-PERSONAL RESPONSE**

*Applied Learning Standard(s): A4 (Organization) & A5(Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Speaking and Listening Standards Grade 8: (Comprehension &amp; Collaboration)</b>                      1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts and issues</i>, building on others' ideas and expressing their own clearly.                      1d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>Reading Standards for Literature Grade 8: (Key Ideas &amp; Details)</b>                      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.</p>	<p><b>GLE: R-8-16 – Generates a personal response to what is read through a variety of means by....</b></p> <p>-R-8-16.1-                      Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p> <p>-R-8-16.2-                      Providing relevant details to support the connections made or judgments (interpretive, analytical, evaluative, or reflective)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Display exemplars of personal responses to literature</li> <li>Create anchor charts to outline key elements of personal responses</li> <li>Provide many opportunities to practice quality writing of personal responses</li> <li>Discuss and practice making connections and judgments</li> <li>Model and explain multiple ways to respond to text (e.g., interpret, analyze, evaluate, reflect)</li> <li>Provide opportunities for students to listen, share and elaborate their ideas</li> <li>Model and explain active listening, reevaluating and justifying personal views when appropriate</li> <li>Provide time in class for students to share personal connections to stories and to choose books that interest them</li> <li>Identify and discuss theme/central idea and its development over the course of the text, noting its relationship to characters, setting and plot</li> <li>Model and explain how to separate facts from opinions in crafting an objective summary</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Conferences</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Responding to Literature/Journals</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Craft a personal response</li> <li>Make connections between books (text-to-self, text-to-text, text-to-world)</li> <li>Cite relevant details to support the connections made or judgments</li> <li>Identify details of text and respond, making connections and judgments (e.g., interpret, analyze, evaluate, reflect)</li> <li>Listen actively in collaborative discussions expressing their own ideas clearly and building on others' ideas</li> <li>Reflect on discussions, alter and justify personal views when appropriate</li> <li>Identify and analyze the development of a theme or central idea throughout the text, including its relationship to the characters, setting and plot</li> <li>Practice writing objective summaries of text</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry</li> <li><i>Making Meaning</i> program</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Smart Board; charts</li> <li>Graphic organizers</li> <li>Magazines: <i>Junior Scholastic; Science World; Scope</i></li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as sticky notes, highlighters</li> <li>Rubrics</li> <li>Student Book Reviews</li> <li>Storyboard</li> <li>Journals</li> <li>Literature Circles</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell</li> <li><i>Reading Essentials</i> by Reggie Routman</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>7 Keys to Comprehension</i> by Zimmerman</li> <li><i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> <li><i>I Read It But I Don't Get It</i> by Chris Tovani</li> <li><i>Literature Circles</i> by Harvey Daniels</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

# Little Compton Reading Curriculum-Grade 8

Designed by Heather Davidson, Kristen Moniz, Michael Tomasso, Janet Griffith; April 2011

## INFORMATIONAL TEXT-INITIAL UNDERSTANDING

*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Informational Text for Grade 8: (Key Ideas and Details)</b> 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. 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><b>Informational Text for Grade 8: (Craft and Structure)</b> 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. 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><b>Informational Text for Grade 8: (Integration of Knowledge &amp; Ideas)</b> 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><b>Informational Text for Grade 8: (Range of Reading &amp; Level of Text Complexity)</b> 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>	<p><b>GLE: R-8-7 – Demonstrate initial understanding of informational texts (expository and practical texts) by....</b> -R-8-7.1 Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)  -R-8-7.2 Using information from the text to answer questions, to state the main/central ideas, or to provide supporting details  -R-8-7.3 Organizing information to show understanding or <u>relationships among facts, ideas, and events</u> (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting, or <u>outlining</u>)  -R-8-7.4 Generating questions before, during and after reading to enhance understanding and recall; expand understanding and/or gain new information  -R-8-7.5 Identifying the characteristics of a variety of types of text (e.g., <b>reference</b>: reports, magazines, newspapers, textbooks, biographies, autobiographies, Internet websites, public documents and discourse, essays, articles, technical manuals; and <b>practical/functional</b>: procedures/instructions, announcements, invitations, book orders, recipes, menus, advertisements, pamphlets, <u>schedules</u>)</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Demonstrate how to use text features to obtain information and deepen understanding (Table of contents, glossary, index, transition words/phrases, transitional devices, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, photographs, illustrations)</li> <li>Model and provide opportunities to respond to text, identifying main/central ideas and key details</li> <li>Facilitate opportunities to:             <ul style="list-style-type: none"> <li>Cite evidence to strongly support an analysis of what the text says explicitly</li> <li>Cite evidence that most strongly supports inferences from the text</li> </ul> </li> <li>Demonstrate how to organize information to show understanding or relationships among facts, ideas and events by outlining and through other means (e.g., charting, mapping, paraphrasing, summarizing, or comparing/contrasting)</li> <li>Model the difference between paraphrasing and copying from texts</li> <li>Provide exemplars that objectively paraphrase and summarize when discussing a central idea and its relationship with supporting ideas</li> <li>Use anticipatory sets to generate questions before, during and after reading</li> <li>Demonstrate generating and revisiting questions before, during and after reading, to enhance recall, expand understanding and/or gain new information</li> <li>Identify the characteristics of a variety of texts, introducing schedules * see GLE list</li> <li>Preview vocabulary and provide concept walls to introduce and reinforce content vocabulary</li> <li>Generate discussions to distinguish symbolic, implied and literal words and phrases</li> <li>Identify and discuss author's specific word choices, to convey meaning and tone, including analogies or allusions to other texts</li> <li>Identify and discuss author's point of view and/or purpose</li> <li>Identify and discuss how the author responds to conflicting viewpoints</li> <li>Expose students to a variety of mediums (e.g., print or digital text, video, multimedia) in order to evaluate their advantages and disadvantages.</li> <li>Guide and support student reading of informational text at the high end of the grade 6-8 complexity band</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year)for PLPs</li> <li>Running Records</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Conferencing</li> <li>Journal Responses</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Reference and use text features to obtain information found in text.</li> <li>Cite examples when using information from text to answer questions stating the main/central ideas and providing supporting details</li> <li>Cite evidence that most strongly supports an analysis of what the text says explicitly</li> <li>Cite evidence that most strongly supports inferences drawn from the text.</li> <li>Organize, paraphrase and summarize factual information to show understanding or relationships among facts, ideas and events through outlining and/or using other graphic organizers</li> <li>Summarize the text objectively by citing a central idea and analyze its development throughout the text, including its relationship to supporting ideas</li> <li>Generate questions before, during and after, to clarify text, enhance recall, expand understanding and/or gain new information</li> <li>Respond to informational text, before, during and after reading to enhance recall and make connections</li> <li>Identify characteristics of a variety of types of references and practical/functional texts* (see GLE list)</li> <li>Determine the meaning of content vocabulary, identifying symbolic, implied and literal words and phrases</li> <li>Identify and analyze why the author uses specific word choices to convey meaning and tone including analogies or allusions to other texts</li> <li>Cite evidence that shows the author's point of view or purpose and analyze how the author responds to conflicting viewpoints</li> <li>Evaluate the advantages and disadvantages of using different mediums to present a topic or idea</li> <li>Read and show an understanding of grade 6-8 informational text independently and proficiently</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Literary Nonfiction; Historical, Scientific, and Technical Texts</li> <li><i>Making Meaning</i> program</li> <li>Trade books</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Smart Board; charts</li> <li>Curriculum-aligned computer games and websites</li> <li><a href="http://writingfix.com">http://writingfix.com</a></li> <li><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li><a href="http://ncte.org">http://ncte.org</a></li> <li><a href="http://ira.com">http://ira.com</a></li> <li>Instructional resources such as sticky notes, highlighters</li> <li>Graphic organizers</li> <li>Rubrics</li> <li>Magazines: <i>Junior Scholastic</i>; <i>Science World</i>; <i>Scope</i></li> <li>Newspapers; Internet articles; pamphlets, public documents</li> <li>Reference materials * see GLE list</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell</li> <li><i>Reading Essentials</i> by Reggie Routman</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>7 Keys to Comprehension</i> by Zimmerman</li> <li><i>Is That A Fact?</i> by Tony Stead</li> <li><i>Good Choice, Supporting Independent Reading</i> by Tony Stead</li> <li><i>Making It Real</i> By Linda Hoyt</li> <li><i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> <li><i>Nonfiction Matters</i> by Stephanie Harvey</li> <li>Grade 7 Instructional Texts &amp; Guides : Social Studies &amp; Science</li> <li><i>Reciprocal Teaching at Work</i> by Oczkus</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

Little Compton Reading Curriculum-Grade 8

Designed by Heather Davidson, Kristen Moniz, Michael Tomasso, Janet Griffith; April 2011

**INFORMATIONAL TEXT-ANALYZE AND INTERPRET**  
*Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Informational Text for Grade 8: (Key Ideas &amp; Details)</b>                      3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p><b>Informational Text for Grade 8: (Craft and Structure)</b>                      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.</p> <p><b>Informational Text for Grade 8: (Integration of Knowledge and Ideas)</b>                      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.                      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> <p><b>Speaking &amp; Listening for Grade 8: (Comprehension &amp; Collaboration)</b>                      3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p><b>Informational Text for Grade 8: (Range of Reading &amp; Level of Text Complexity)</b>                      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>	<p><b>GLE: R-8--8-Analyze and interpret informational text, citing evidence as appropriate by....</b></p> <p>-R-8-8.1 Explaining connections about information <i>within</i> a text or <i>across</i> texts, or to related ideas</p> <p>-R-8-8.2 Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)</p> <p>-R-8-8.3 Drawing inferences about text, including author’s purpose (e.g., to inform, explain, entertain, persuade) or message; <u>or explaining how purpose may affect the interpretation of the text</u>; or using supporting evidence to form or evaluate opinions/judgments and assertions about central ideas that are relevant</p> <p>-R-8-8.4 Distinguishing fact from opinion, and identifying possible bias/propaganda or conflicting information within or across texts</p> <p>-R-8-8.5 Making inferences about causes or effects</p> <p>-R-8-8.6 Evaluating the clarity and accuracy of information</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Demonstrate use of graphic organizers to analyze and critique informational texts</li> <li>Model and practice within and across texts:                             <ul style="list-style-type: none"> <li>Making connections to identify common threads by citing information</li> <li>Synthesizing and evaluating information</li> <li>Making inference and drawing conclusions</li> <li>Inferring the author’s purpose or message</li> <li>Identifying how the author’s purpose may affect textual interpretation</li> <li>Forming assertions or relevant judgments when evaluating central ideas and/or author’s message</li> <li>Distinguishing between fact and opinion</li> <li>Identifying biases/propaganda</li> <li>Making inferences about cause and effect</li> <li>Analyzing information for clarity and accuracy</li> <li>Analyzing how text makes connections and distinctions between individuals, events, or ideas</li> <li>Examining parts of text, specifically paragraph development, identifying how sentences contribute to the structure and a key concept</li> <li>Locating text evidence to analyze and support the author’s claims and arguments for soundness and relevancy</li> <li>Identifying and evaluating when evidence is irrelevant</li> <li>Identifying conflicting information, of two or more texts on the same topic, noting where the texts disagree</li> </ul> </li> <li>Guide and support student reading of informational text at the high end of the grade 6-8 complexity band</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year)for PLPs</li> <li>Running Records</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Conferencing</li> <li>Journal Responses</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Explain and make connections within and across texts, or to related ideas</li> <li>Synthesize and evaluate information within and across texts (e.g., construct titles, draw conclusions, formulate claims and main ideas )</li> <li>Make inferences about text, specifically the author’s purpose or message (e.g., inform, explain, entertain, persuade)</li> <li>Explain how the purpose may affect the interpretation of the text</li> <li>Draw conclusions or form relevant judgments and assertions by using supporting evidence to evaluate central ideas and/or author’s message</li> <li>Distinguish fact from opinion and identify possible bias/propaganda or conflicting information within or across texts</li> <li>Make inferences about causes or effects</li> <li>Evaluate the clarity and accuracy of information</li> <li>Analyze how text makes connections and distinctions between individuals, events, or ideas (e.g., through comparisons, analogies, or categories)</li> <li>Identify and analyze the structure of a specific paragraph and how particular sentences contribute to the development of a key concept</li> <li>Trace and investigate evidence to verify or eliminate specific claims that support arguments (text, speaking and listening)</li> <li>Analyze and evaluate specific claims to determine whether the reasoning is sound and the evidence is relevant, identifying when it is irrelevant</li> <li>Analyze conflicting information, between two or more text on the same topic, by identifying where the texts disagree (e.g., factual or interpretation)</li> <li>Read and show an understanding of grade 6-8 informational text independently and proficiently</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Making Meaning</i> program</li> <li>Trade books</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Smart Board; charts</li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as sticky notes, highlighters</li> <li>Graphic organizers</li> <li>Rubrics</li> <li>Magazines: <i>Junior Scholastic; Science World; Scope</i></li> <li><a href="http://writingfix.com">http://writingfix.com</a></li> <li><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li><a href="http://ncte.org">http://ncte.org</a></li> <li><a href="http://ira.com">http://ira.com</a></li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li><i>Teaching for Comprehension and Fluency, K-8</i> by Fountas and Pinnell</li> <li><i>Reading Essentials</i> by Reggie Routman</li> <li><i>Mosaic of Thought</i>, by Keene and Zimmerman</li> <li><i>7 Keys to Comprehension</i> by Zimmerman</li> <li><i>Is That A Fact?</i> by Tony Stead</li> <li><i>Good Choice, Supporting Independent Reading</i> by Tony Stead</li> <li><i>Making It Real</i> by Linda Hoyt</li> <li><i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> <li>Grade 7 Instructional Texts &amp; Guides: Social Studies &amp; Science</li> <li><i>Reciprocal Teaching at Work</i> by Oczkus</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

**MONITORING COMPREHENSION**  
*Applied Learning Standard(s): A4 (Organization)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Speaking &amp; Listening for Grade 8: (Comprehension &amp; Collaboration)</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.</p> <p>1d. Acknowledge new information expressed by others and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><b>Language Standards for Grade 8: (Vocabulary Acquisition &amp; Use)</b></p> <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>GLE: R-8-12-</b>  <b>Demonstrates ability to monitor comprehension for different types of texts and purposes by...</b></p> <p>-R-8-12.1 Using a range of self-monitoring and self-correction approaches (e.g., predicting and confirming, rereading, adjusting rate, sub-vocalizing, consulting resources, questioning, skimming, scanning, using syntax/language structure, semantics/meaning, or other context cues )</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Model and practice:                     <ul style="list-style-type: none"> <li>Self-monitoring and self-correcting strategies</li> <li>Using context cues</li> <li>Using "fix-up" strategies</li> <li>Asking questions to clarify understanding</li> <li>Retelling &amp; summarizing</li> <li>Responding to others' questions and comments with relevant evidence, observations and ideas</li> <li>Identifying multiple perspectives of others through reflection, qualifying or justifying altered views in light of the evidence presented</li> </ul> </li> <li>Provide opportunities to engage in discussions, sharing ideas and new information</li> <li>Ask questions and have purposeful discussions to assess student understanding</li> <li>Review existing knowledge of content words and phrases to demonstrate how to enhance understanding</li> <li>Provide opportunities for reading on-level texts</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>DRA</li> <li>Fountas &amp; Pinnell Benchmarks (mid-year) for PLPs</li> <li>Running Records</li> <li>Formative Assessments</li> <li>Common Assessments</li> <li>Conferencing</li> <li>Journal Responses</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Use a variety of self-correcting and self-monitoring strategies (e.g., predicting and confirming, rereading, adjusting rate, etc.)* see GLE list</li> <li>Perform self-correction at a rate of 1:1-1:3</li> <li>Apply "fix-up" strategies to self-correct (e.g., rereading, chunking, substituting a synonym, integrating visual cues, reading ahead and returning, slowing down, using background knowledge, talking to peer)</li> <li>Seek clarification of written or spoken information that is not understood</li> <li>Express ideas clearly building on ideas of others during participation in literacy discussions (e.g., "turn-and-talk"; "think-pair-share")</li> <li>Ask questions, elaborating in detail on others' comments, staying on topic</li> <li>Respond to others' questions and comments with relevant evidence, observations and ideas</li> <li>Summarize and reflect upon new information expressed by others and qualify or justify altered views in light of the evidence presented</li> <li>Build and expand upon existing knowledge by using content-specific words and phrases</li> <li>Read on-level text fluently to support comprehension</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Making Meaning</i> program</li> <li>Trade books</li> <li>Multi-leveled text sets</li> <li>Leveled readers</li> <li>Smart Board; charts</li> <li>Curriculum-aligned computer games and websites</li> <li>Instructional resources such as sticky notes, highlighters</li> <li>Graphic organizers</li> <li>Anchor charts</li> <li>Magazines : <i>Junior Scholastic; Science World; Scope</i></li> <li>Literature Circles</li> <li><a href="http://www.ncte.org">www.ncte.org</a></li> <li><a href="http://www.ira.com">www.ira.com</a></li> <li><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>Strategies: ACE, QAR, SQP3R</li> </ul> <p><u>Professional Resources</u></p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Reading Essentials</i> by Reggie Routman</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>7 Keys to Comprehension</i> by Zimmerman</li> <li><i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

# Little Compton Reading Curriculum-Grade 8

Designed by Heather Davidson, Kristen Moniz, Michael Tomasso, Janet Griffith; April 2011

## COMPREHENSION STRATEGIES

### *Applied Learning Standard(s): A4 (Organization)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Integrated in Literary and Informational Texts Pages.</p> <p><b>College and Career Readiness Anchor Standards for Reading: (Key Ideas and Details)</b></p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><b>Speaking &amp; Listening for Grade 8: (Comprehension and Collaboration)</b></p> <p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.</p> <p>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.</p> <p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p><b>GLE: R-8-13-</b> <b>Uses comprehension strategies (flexibly and as needed) before, during, and after reading literary and informational text</b></p> <p>EXAMPLES of reading comprehension strategies might include: using prior knowledge; sampling a page for readability; summarizing; predicting and making text-based inferences; determining importance; generating literal, clarifying, and inferential questions; constructing sensory images (e.g., making pictures in one's mind); making connections (text to self, text to text, text to world); taking notes; locating, using, and analyzing text features (e.g., transition words, subheadings, bold/italicized print, parts of the book); or using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition and support, description, classification, logical/sequential)</p> <p>Use metacognition strategies for understanding text.</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Model and practice:               <ul style="list-style-type: none"> <li>▪ Using background knowledge (schema) when thinking about a text</li> <li>▪ Previewing and predicting</li> <li>▪ Creating mental images</li> <li>▪ Questioning</li> <li>▪ Inferring</li> <li>▪ Summarizing</li> <li>▪ Determining importance</li> <li>▪ Recording key information (note-taking)</li> <li>▪ Making connections</li> <li>▪ Locating and using text features</li> <li>▪ Using text structure clues (e.g., chronological, cause/effect, compare/contrast, proposition/support, description, classification, logical/sequential)</li> <li>▪ Using text evidence to form conclusions with understanding</li> <li>▪ Active listening and respecting others' thinking with constructive feedback</li> <li>▪ Responding to others' questions and comments with relevant evidence, observations and ideas</li> <li>▪ Interpreting information presented in diverse media and formats, evaluating the motives behind its presentation</li> <li>▪ Locating text evidence to analyze and support the author's claims and arguments for soundness and relevancy</li> <li>▪ Identifying and evaluating when evidence is irrelevant</li> <li>▪ Paraphrasing</li> </ul> </li> <li>• Provide discussion activities to link to the remarks of others</li> <li>• Ask questions and have purposeful discussions to assess student understanding</li> <li>• Provide opportunities for reading on-level texts</li> <li>• Model and ask higher level questions</li> <li>• Demonstrate sustaining strategies and expanding meaning strategies</li> <li>• Model critical reading strategies</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• Fountas &amp; Pinnell Benchmarks (mid-year) for PLPs</li> <li>• Running Records</li> <li>• Literacy Rubrics</li> <li>• Formative Assessments</li> <li>• Common Assessments/Rubrics</li> <li>• Conferencing</li> <li>• Responding to Literary &amp; Informational Texts/Journal Responses</li> <li>• Literacy Folders/Portfolios</li> <li>• State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Use comprehension strategies before, during and after reading:               <ul style="list-style-type: none"> <li>▪ Use background knowledge</li> <li>▪ Preview and predict</li> <li>▪ Create sensory images</li> <li>▪ Ask literal (factual) and clarifying questions</li> <li>▪ Make inferences</li> <li>▪ Integrate information from the text and from schema to create new understanding (summarize and synthesize)</li> <li>▪ Determine the importance of key thoughts, facts and supporting details</li> <li>▪ Taking notes</li> <li>▪ Make connections and form conclusions</li> <li>▪ Locate, use &amp; analyze text features</li> <li>▪ Use text structure clues</li> </ul> </li> <li>• Cite evidence to support conclusions</li> <li>• Express ideas clearly building on ideas of others during their participation in literacy discussions (e.g., "turn-and-talk"; "eyes on the speaker")</li> <li>• Respond to others' questions and comments with relevant evidence, observations and ideas</li> <li>• Identify and analyze the purpose of the information presented in diverse media and formats and evaluate the motives behind its presentation</li> <li>• Trace and investigate evidence to verify or eliminate specific claims that support arguments (text, speaking and listening)</li> <li>• Analyze and evaluate specific claims to determine whether the reasoning is sound and the evidence is relevant, identifying when it is irrelevant</li> <li>• Use their own words to cite and explain examples from text</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>• Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Making Meaning</i> program</li> <li>• Trade books/novels</li> <li>• Multi-leveled text sets</li> <li>• Leveled readers</li> <li>• Smart Board; charts</li> <li>• Curriculum-aligned computer games and websites</li> <li>• Instructional resources such as sticky notes, highlighting</li> <li>• Graphic organizers</li> <li>• Magazines: <i>Junior Scholastic</i>, <i>Science World</i>; <i>Scope</i></li> <li>• Jigsaw; Fishbowl; Reciprocal teaching</li> <li>• Strategies: ACE; QAR; SQP3R; Coding Information</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Reading Essentials</i> by Reggie Routman</li> <li>• <i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li>• <i>7 Keys to Comprehension</i> by Zimmerman</li> <li>• <i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> <li>• <i>Reality Checks</i> by Tony Stead</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

**READING WIDELY & EXTENSIVELY**  
**Applied Learning Standard(s): A4 (Organization)**

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p>Integrated in Literary and Informational Texts Pages.</p> <p><b>College and Career Readiness Anchor Standards for Reading: (Range of Reading &amp; Level of Text Complexity)</b>                      10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>Literature for Grade 8: (Range of Reading and Level of Text Complexity)</b>                      10. By the end of the year, read and comprehend literature, including stories dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.</p> <p><b>Informational Text for Grade 8: (Range of Reading and Level of Text Complexity)</b>                      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>	<p><b>GLE: R-8--14- Demonstrates the habit of reading widely and extensively* by....</b></p> <p>-R-8-14.1 Reading with frequency, including in-school, out-of-school, and summer reading</p> <p>-R-8-14.2 Reading from a wide range of genres/kinds of text, including primary and secondary sources, and a variety of authors (e.g., literary, informational, and practical/functional texts)</p> <p>See Appendix A for a list of informational and literary texts.</p> <p>-R-8-14.3 Reading multiple texts for depth of understanding of an author, subject, theme, or genre</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>Guide and support students in reading a wide range of grade-appropriate texts and a variety of authors, themes and subjects</li> <li>Conduct book talks in a variety of genres to cultivate the love of reading</li> <li>Provide opportunities for students to read a wide range of genres, a variety of authors, and primary/secondary informational texts</li> <li>Provide opportunities for students to read grade-level literary and informational texts independently with understanding</li> <li>Plan author and genre studies to analyze the craft of writing</li> <li>Encourage use of classroom and school libraries</li> <li>Provide summer reading lists</li> <li>Monitor reading logs</li> <li>Guide and support student reading of informational text at the high end of the grade 6-8 complexity band</li> </ul>	<p><u>District Assessments:</u></p> <ul style="list-style-type: none"> <li>Reading Conferences</li> <li>Reading Logs</li> <li>Reading Interest Surveys</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Responding to Literary, Informational &amp; Practical Texts/Journal Responses</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Develop habits-of-mind to support frequency of reading</li> <li>Self-select materials aligned with reading ability and personal interests (e.g., using “easy”, “just right”, “too difficult” terminology)</li> <li>Read and respond to:                             <ul style="list-style-type: none"> <li>a wide range of genres</li> <li>a variety of authors</li> <li>informational text: primary and secondary sources</li> </ul> </li> <li>Read independently and comprehend grade-level literary and informational texts</li> <li>Acquire depth of understanding by reading multiple texts of an author, theme, subject or in a genre</li> <li>Engage in book talks to deepen interpretations and appreciation of texts</li> <li>Maintain reading logs</li> <li>Read and show an understanding of grade 6-8 literary and informational texts independently and proficiently</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Making Meaning</i> library</li> <li>Classroom library</li> <li>Book lists</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Procedural texts</li> <li>Leveled readers</li> <li>Smart Board: charts</li> <li>Curriculum-aligned and informational computer websites</li> <li>Magazines: <i>Junior Scholastic</i>; <i>Science World</i>; <i>Scope</i></li> <li><a href="http://www.ncte.org">www.ncte.org</a></li> <li><a href="http://www.ira.com">www.ira.com</a></li> <li><a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>Strategies: ACE; QAR; SQP3R; Coding Information</li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>Leveled Book List, K-8</i> by Fountas &amp; Pinnell</li> <li><i>Matching Books to Readers</i> by Fountas &amp; Pinnell</li> <li><i>Teaching for Comprehending and Fluency</i> by Fountas &amp; Pinnell</li> <li><i>The Reading Zone</i> by Nancie Atwell</li> <li><i>Middle School Readers</i> by Nancy Allison</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

# Little Compton Reading Curriculum-Grade 8

Designed by Heather Davidson, Kristen Moniz, Michael Tomasso, Janet Griffith; April 2011

## LITERATE COMMUNITY

### *Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)*

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>Speaking &amp; Listening for Grade 8: (Comprehension and Collaboration)</b> 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners about <i>grade 8 topics, texts, and issues</i>, building on others ideas and expressing their own clearly. 1a. 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. 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations and ideas.</p> <p><b>Speaking &amp; Listening for Grade 8: (Presentation of Knowledge &amp; Ideas)</b> 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 of the CC Standards for specific expectations.)</p>	<p><b>GLE: R-8-17- Demonstrates participation in a literate community by....</b></p> <p>-R-8-17.1 Self-selecting reading materials in line with reading ability and personal interests</p> <p>-R-8-17.2 Participating in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>• Read alouds (model)</li> <li>• Shared reading (scaffold instruction)</li> <li>• Guided reading (scaffold instruction)</li> <li>• Independent reading (student application)</li> </ul> <p><u>Teacher Will:</u></p> <ul style="list-style-type: none"> <li>• Model and practice:                             <ul style="list-style-type: none"> <li>▪ Choosing “just-right” books</li> <li>▪ Discussing text, ideas, and writing in a variety of formats</li> <li>▪ Building upon comments of others</li> <li>▪ Active listening and respecting others’ thinking with constructive feedback</li> <li>▪ Discussion norms</li> <li>▪ Responding to text, ideas, and writing</li> <li>▪ Responding to topic, identifying details and relevant ideas</li> <li>▪ Differentiating between formal and informal use of language</li> <li>▪ Asking and responding to clarifying questions during discussions</li> </ul> </li> <li>• Provide a wide variety of genres within classroom and school libraries</li> <li>• Provide various discussion activities that promote opportunities for students to respond to questions and comments with relevant evidence, observations and ideas</li> <li>• Motivate student interests in various genres by reading aloud and discussing books on multiple topics (book talks)</li> <li>• Provide opportunities to share and celebrate student reading and writing; sharing favorite books, in and out of school</li> <li>• Facilitate book shares, book talks and class discussions</li> <li>• Create a literate rich environment</li> </ul>	<p><u>District Assessment</u></p> <ul style="list-style-type: none"> <li>• Reading Conferences</li> <li>• Reading Logs</li> <li>• Reading Surveys</li> <li>• Literacy Rubrics</li> <li>• Formative Assessments</li> <li>• Common Assessments/Rubrics</li> <li>• Responding to Literary &amp; Informational Texts</li> <li>• Portfolios</li> <li>• Literacy Folders/Portfolios</li> <li>• State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>• Self-select materials aligned with reading ability and personal interests (e.g., using “easy”, “just right”, “too difficult” terminology)</li> <li>• Participate in in-depth discussions about texts, ideas and writing; build on the comments of others</li> <li>• Express ideas clearly building on ideas of others during their participation in literacy discussions (e.g., “turn-and-talk”; “eyes on the speaker”)</li> <li>• Prepare for discussions and follow discussion norms</li> <li>• Respond to others’ questions and comments with relevant evidence, observations and ideas</li> <li>• Employ appropriate use of language, formal and informal, according to audience and/or purpose</li> <li>• Express ideas clearly building on ideas of others during their participation in literacy discussions (e.g., “turn-and-talk”; “eyes on the speaker”)</li> <li>• Respond to questions about topic, providing details, relevant observations and ideas</li> <li>• Respond to literature in various discussion formats (e.g., conferencing, partnering, groups)</li> <li>• Share/recommended books to others</li> <li>• Participates actively in book talks and class discussions</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>• Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li>• <i>Making Meaning</i> library</li> <li>• Classroom library</li> <li>• School library</li> <li>• Smart Board; charts</li> <li>• Multi-leveled text sets</li> <li>• Leveled readers</li> <li>• Recommendation list</li> <li>• Audio books</li> <li>• Trade books/novels</li> <li>• Curriculum-aligned and informational computer websites</li> <li>• Magazines: <i>Junior Scholastic; Science World; Scope</i></li> <li>• Reader’s Theatre</li> <li>• Poetry Slam</li> <li>• <a href="http://www.ncte.org">www.ncte.org</a></li> <li>• <a href="http://www.ira.com">www.ira.com</a></li> <li>• <a href="http://www.readwritethink.org">http://www.readwritethink.org</a></li> <li>• Strategies: ACE; QAR; SQP3R; Coding Information</li> </ul> <p><u>Professional Resources (partial list):</u></p> <ul style="list-style-type: none"> <li>• <i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li>• <i>Reading Essentials</i> by Reggie Routman</li> <li>• <i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li>• <i>Leveled Book List, K-8</i> by Fountas &amp; Pinnell</li> <li>• <i>Matching Books to Readers</i> by Fountas &amp; Pinnell</li> <li>• <i>Teaching for Comprehending and Fluency</i> by Fountas &amp; Pinnell</li> <li>• <i>Middle School Readers</i> by Nancy Allison</li> <li>• <i>The Reading Zone</i> by Nancie Atwell</li> </ul>

Common Assessment: 1<sup>st</sup> qtr:

2<sup>nd</sup> qtr:

3<sup>rd</sup> qtr:

4<sup>th</sup> qtr:

# Little Compton Reading Curriculum-Grade 8

Designed by Heather Davidson, Kristen Moniz, Michael Tomasso, Janet Griffith; April 2011

## RESEARCHING ACROSS CONTENT AREAS

### Applied Learning Standard(s): A4 (Organization) & A5 (Group Work)

Common Core	GLEs	Instructional Strategies	Assessment Opportunities	Resources
<p><b>College and Career Readiness Anchor Standards for Reading: (Key Ideas &amp; Detail)</b></p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>(Craft &amp; Structure)</b></p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>(Integration of Knowledge &amp; Ideas)</b></p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>(Range of Reading &amp; Level of Text Complexity)</b></p> <p>10. Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>College and Career Readiness Anchor Standards for Speaking and Listening: (Comprehension &amp; Collaboration)</b></p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>(Presentation of Knowledge &amp; Ideas)</b></p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p><b>GLE: R-8-15- Research * by reading multiple sources (including print and non-print texts) to solve a problem, or to make a decision, or to formulate a judgment, or to support a thesis by ...</b></p> <p>-R-8-15.1 Identifying <u>and evaluating</u> potential sources of information</p> <p>-R-8-15.2 Evaluating information presented, in terms of <u>completeness</u> and relevance</p> <p>-R-8-15.3 Gathering, organizing, analyzing and interpreting the information</p> <p>-R-8-15.4 Using evidence to support conclusions</p>	<p><u>Gradual Release of Responsibility:</u></p> <ul style="list-style-type: none"> <li>Read alouds (model)</li> <li>Shared reading (scaffold instruction)</li> <li>Guided reading (scaffold instruction)</li> <li>Independent reading (student application)</li> </ul> <p><u>Teacher will:</u></p> <ul style="list-style-type: none"> <li>Provide a variety of resources in order to model the selection process of “most useful” materials to expand knowledge</li> <li>Practice and model how to research multiple sources (using print and non-print texts) identifying problem-solving, decision-making, formulating judgments, and supporting a thesis</li> <li>Provide examples of how multiple sources support a thesis</li> <li>Provide a variety of resources to gather information on a given topic (books, websites, magazines, maps, charts, photographs)</li> <li>Model how to extract relevant and complete information</li> <li>Provide opportunities for students to skim and scan, organize, analyze, and interpret main ideas and supporting details in order to report information</li> <li>Model and practice using evidence to support conclusions</li> <li>Practice reading texts to identify point of view and purpose and how it shapes the content and style of texts</li> <li>Model and practice integrating and evaluating content from a variety of sources, with relevancy</li> <li>Locating text evidence to analyze and support the author’s claims and arguments for relevancy</li> <li>Model and practice comparing and contrasting two or more texts on the same theme or topic, as well as comparing authors’ perspective of that theme or topic</li> <li>Use read alouds and shared reading s to present multiple texts on the same theme</li> <li>Demonstrate different ways to present research with clarity</li> <li>Model and practice building a cohesive line of reasoning</li> <li>Model using technology to express information and enhance understanding of presentations</li> <li>Provide opportunities for students to read grade-level literary and informational texts independently with understanding</li> </ul>	<p><u>District Assessment</u></p> <ul style="list-style-type: none"> <li>Reading Conferences</li> <li>Learning Logs</li> <li>Reading Surveys</li> <li>Rubrics</li> <li>Formative Assessments</li> <li>Common Assessments/Rubrics</li> <li>Responding to Literary &amp; Informational Texts/Journal Responses</li> <li>Literacy Folders/Portfolios</li> <li>State-wide: NECAP, PARCC</li> </ul> <p><u>Performance Indicators:</u></p> <ul style="list-style-type: none"> <li>Identify and evaluate potential sources of information to expand knowledge</li> <li>Research multiple sources by reading to solve a problem, make a decision, formulate a judgment or support a thesis using print and non-print texts</li> <li>Determine main ideas and supporting details in order to summarize proficiently (e.g., skim and scan, note-taking, sticky notes, index cards)</li> <li>Organize information (e.g., outlining, timelines, diagrams, charts ) for different purposes</li> <li>Analyze and interpret information (e.g., inference charts/T-charts/2-column notes)</li> <li>Cite evidence to support conclusions</li> <li>Identify point of view and purpose in different styles of texts and explain how it shapes the content and style of texts</li> <li>Integrate and evaluate content from a variety of sources</li> <li>Evaluate if information is relevant and complete</li> <li>Trace and investigate text evidence to verify or eliminate specific claims that support arguments</li> <li>Compare and contrast two or more texts on the same theme in order to build understanding or compare authors’ perspectives.</li> <li>Use diverse media to research information and enhance understanding</li> <li>Explore research materials to build upon existing knowledge with understanding and clarity, constructing a cohesive line of reasoning</li> <li>Present information in a variety of ways, using diverse media (e.g., posters, Venn diagrams, 2-column notes, Smart Board, computer-based programs)</li> <li>Read independently and comprehend grade-level literary and informational texts</li> </ul>	<p><u>Programs &amp; Materials:</u></p> <ul style="list-style-type: none"> <li>Stories, Dramas, Poetry, Literary Nonfiction and Historical, Scientific, and Technical Texts</li> <li><i>Making Meaning</i> library</li> <li>Classroom library</li> <li>School library</li> <li>Audio books</li> <li>Trade books/novels</li> <li>Multi-leveled text sets</li> <li>Smart Board; charts</li> <li>Leveled readers</li> <li>Research materials</li> <li>Curriculum-aligned and informational computer websites</li> <li>Instructional resources such as sticky notes, index cards, highlighters</li> <li>Graphic organizers</li> <li>Word walls</li> <li>Concept maps</li> <li>Magazines : <i>Junior Scholastic; Science World; Scope</i></li> </ul> <p><u>Professional Resources</u> (partial list):</p> <ul style="list-style-type: none"> <li><i>Guided Reading</i> by Fountas and Pinnell, 1996</li> <li><i>Reading Essentials</i> by Reggie Routman</li> <li><i>Mosaic of Thought</i> by Keene and Zimmerman</li> <li><i>Leveled Book List, K-8</i> by Fountas &amp; Pinnell</li> <li><i>Matching Books to Readers</i> by Fountas &amp; Pinnell</li> <li><i>Is That A Fact?</i> by Tony Stead</li> <li><i>Strategies That Work</i> by Stephanie Harvey &amp; Anne Goudvis</li> </ul>

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