

Grade 8

Unit 1: Building Habits of Readers

	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Advisory/ Homeroom</b>	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building
<b>Read Aloud</b> VSC: 1.8.E.1.a	-Begin reading <u>The Giver</u> by Lois Lowry <b>-make respectful listening chart</b> (looks like/sounds like)	-continue reading <u>The Giver</u> -review listening chart	-continue reading <u>The Giver</u> <b>-make accountable talk chart</b> -Readers talk about their reading with other readers to share their thinking or opinions and to get new ideas. -review listening chart (how are listening and accountable talk connected?) -Procedures for turn and talk/talking in a large group	-continue reading <u>The Giver</u> <b>- make accountable talk chart</b> (definition of accountable, accountable to group, accountable to text) -review listening chart -how do we keep the discussions accountable	-continue reading <u>The Giver</u> -Review and add to accountable talk and listening charts as needed
<b>Readers’ Workshop</b>  VSC: 1.8.E.1.b	<b>Organizing the library</b> -Students will preview book collections via a book pass -15-20 min for book pass/independent reading - Administer the readers’ survey questions # 1-3 and use it to create a getting to know you board -share	<b>Organizing the library</b> -This is a continuation from Day 1 -15-20 min for book pass/independent reading -make “How to use the Library” (procedures) chart -administer the readers’ survey questions # 4-6 and add to the board -share	<b>Reading Workshop Expectations</b> -teacher booktalk of 2-3 books from classroom library -workshop looks like/sounds like chart (reading time is precious, no pretend games, quick transitions, books on hand, where do we keep books) -IR (15-20 minutes) -make chart -share	<b>What and Why of reading conferences</b> -teacher booktalk of 2-3 books from classroom library -reading conference roles and responsibilities: student/teacher (be prepared to share thinking about reading, share or set goals, do not disturb other conferences, focus on the reader, take notes about the reader) -add to the expectations chart -IR/independent reading (15- 20 min) -share	<b>Choosing a just right book</b> (see F&P pg. 146-147 for additional information on this lesson) - teacher booktalk of 2-3 books from classroom library -make “How to choose a JR book” chart (I understand what I am reading, I can figure out the meaning of new words) - IR (15-20 min) -share
<b>Word Study</b>  WTW= Words Their Way ML= McDougal Littell Vocabulary workbook	<b>using a word study notebook</b> -WTW 8-1 -assessment VSC: 1.8.D.1.a-b	<b>Wall of Words</b> -assessment -words we wonder about -words we use for connections -help us with writing -help us understand our reading  VSC: 1.8.D.1.a-b	<b>Context Clues</b> -ML Lesson #1  VSC: 1.8.D.3.a	<b>Context Clues</b> -ML Lesson #2  VSC: 1.8.D.3.a	<b>Context Clues</b> -ML Lesson #3  VSC: 1.8.D.3.a

Fund for Educational Excellence: Scope and Sequence

<p><b>Writing Workshop</b> *These lessons come from the Writing Units of Study for Upper Grades by Lucy Calkins</p>	<p><b>writing assessment</b> -Draft -obtain a baseline understanding of what students know about writing process and qualities of good writing</p> <p>VSC: 4.8.A.1.a-b</p>	<p><b>writing assessment</b> -Revision of draft from day 1</p> <p>VSC: 4.8.A.1.c-d</p>	<p><b>writing assessment</b> -edit and publish revised draft</p> <p>VSC: 4.8.A.1.e-f</p>	<p><b>Rituals and Structures of Writing Workshop</b> -how our classroom looks like, feels like, and sounds like a place where writing matters</p>	<p><b>Rituals and Structures of Writing Workshop: Minilesson</b> -what happens during a minilesson</p> <ul style="list-style-type: none"> <li>- student roles/teachers roles</li> <li>- what tools do we need at this time (samples of writing to refer to , notebooks, anchor charts)</li> </ul>
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Fund for Educational Excellence: Scope and Sequence

	Day 6	Day 7	Day 8	Day 9	Day 10
<b>Advisory/ Homeroom</b>	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building	-getting to know you -rules/procedures -community building
<b>Read Aloud</b> VSC: 1.8.E.1.a	-continue reading <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	-continue reading <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	-continue reading <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	-continue reading <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	-continue reading <u>The Giver</u> -Review and add to accountable talk and listening charts as needed
<b>Readers' Workshop</b>  VSC: 1.8.E.1.b  ML= McDougal Littell anthology	<b>Using a reading log</b> -begin using the shared reading format to read "The Three Wishes" ( <i>provided with packet</i> ) -after reading chart "How do we know this is a story/narrative piece of text?" -teacher booktalk of 2-3 books from classroom library -model how to use the log you've chosen (how to fill in, where to keep it, when to record) -add to guidelines "use a log/keep track of what we read" -15-25 minutes IR -Reading conferences -share  VSC: 3.8.A.3.a	<b>Establishing and using a Readers' Workshop rubric</b> - reread "The Three Wishest" -after reading do a baseline assessment of response to literature: what are you thinking/tell me about this story -teacher booktalk of 2-3 books from classroom library -Rubric/guidelines for Rdg. Wkshp.(Putting books away properly, Reading quietly, Choosing JR books, staying in 1 comfortable spot, Allowing others to do their best thinking) -IR/independent reading (15-20 min) -share/rank on rubric	<b>Reading with Fluency</b> - use just an excerpt from "The Three Wishes" to demonstrate reading with fluency (sounds like a conversation, read punctuation) -begin chart "what is fluent reading" -practice rereading portions with partners -teacher booktalk of 2-3 books from classroom library -15-25 minutes IR -Reading conferences -share/rank on rubric  VSC: 1.8.C.1.a VSC: 1.8.C.2.a-b	<b>Reading with Fluency</b> - use just an excerpt from "The Three Wishes" to demonstrate reading with fluency (sounds like a conversation, read punctuation, using phrases to read sentences) -practice rereading portions with partners -teacher booktalk of 2-3 books from classroom library --15-25 minutes IR -Reading conferences -share/rank on rubric  VSC: 1.8.C.1.a VSC: 1.8.C.2.a-b	<b>Reading with Fluency &amp; Setting Reading Goals</b> -begin reading "A Mother in Mannville" ( <i>ML pg. 59</i> ) to demonstrate reading with fluency -share fluency rubric -after reading chart "How fluency helps us understand our reading" -practice rereading portions with partners and self-assess using the fluency rubric -teacher booktalk of 2-3 books from classroom library -Our 1 <sup>st</sup> quarter goal (include # of books and different genres) -add to guidelines -15-25 minutes IR -Reading conferences -share/rank on rubric VSC: 1.8.C.1.a VSC: 1.8.C.2.a-b
<b>Word Study</b>	<b>Context Clues</b> -ML Lesson #4 VSC: 1.8.D.3.a	<b>Context Clues</b> -ML Lesson #5 VSC: 1.8.D.3.a	<b>Prefixes and Base Words</b> -ML Lesson #6 VSC: 1.8.D.3.b	<b>Prefixes and Base Words</b> -ML Lesson # 7 VSC: 1.8.D.3.b	<b>Prefixes and Base Words</b> -ML Lesson # 8 VSC: 1.8.D.3.b
<b>Writing Workshop</b> *These lessons come from the Units of Study for Primary writing by Lucy Calkins	<b>Rituals and Structures of Writing Workshop: independent writing time</b> -what does independent writing look like -student roles during this time -what tools do we need during this time (notebooks, writing utensils, anchor charts)	<b>Rituals and Structures of Writing Workshop: Conferences</b> -what does a writing conference look like -student roles -what tools/materials do we need (drafts of writing, notes of ideas)	<b>Rituals and Structures of Writing Workshop: Share</b> -why do we share (celebrate each other's work, get feedback or new ideas, to grow as a writing community) -have a sharing time VSC: 4.8.A.3.c	<b>Rituals and Structures of Writing Workshop: Share</b> -why do we share (celebrate each other's work, get feedback or new ideas, to grow as a writing community) -have a sharing time VSC: 4.8.A.3.c	<b>Using a writer's notebook</b> -model a place to collect ideas -ideas come from our lives, experiences, and interests -allow time for students to create idea lists -writing conferences -share VSC: 4.8.A.1.a

Fund for Educational Excellence: Scope and Sequence

	<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>
<b>Advisory/ Homeroom</b>	-community building	-community building	-community building	-community building	-community building
<b>Read Aloud</b> VSC: 1.8.E.1.a	Read <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> -Review and add to accountable talk and listening charts as needed
<b>Readers' Workshop</b>  VSC: 1.8.E.1.b	<b>Reading with Fluency</b> -continue reading "A Mother in Mannville" to demonstrate reading with fluency (sounds like a conversation, read punctuation, using phrases to read sentences) -practice rereading portions with partners and use the fluency rubric to self-assess -teacher booktalk of 2-3 books from classroom library --30 minutes IR -Reading conferences -share/rank on rubric  VSC: 1.8.C.1.a VSC: 1.8.C.2.a-c	<b>Reading with Fluency</b> -continue reading "A Mother in Mannville" or use an excerpt to demonstrate reading with fluency -practice rereading portions with partners and use the fluency rubric to self-assess -teacher booktalk of 2-3 books from classroom library --30 minutes IR -Reading conferences -share/rank on rubric  VSC: 1.8.C.1.a VSC: 1.8.C.2.a-c	<b>Celebrating Reading</b> -continue "A Mother in Mannville" or use an excerpt -after reading model giving a booktalk about the story -make chart "what to include in a booktalk" (see F&P pg. 120-122 as a reference for this lesson) -invite students to think about a book they've read so far this year that they can give a booktalk for (create a sign-up sheet and beginning on Monday, have students give booktalks in order to celebrate reading) --30 minutes IR -Reading conferences -share/rank on rubric	<b>Retelling</b> -begin reading "The Rat Hunt" ( <i>ML pg. 107</i> ) -model recalling plot (what has happened so far) -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric  VSC: 1.8.E.4.b	<b>Retelling</b> -have a student retell what was read yesterday -how do we fill in the gaps? ...think as you read! -continue reading "The Rat Hunt" -model how to "fill in" gaps (basically- how you as a reader infer what else is going on to give meaning to the text) -after reading have students retell to a partner -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.8.E.4.c
<b>Word Study</b>	<b>Prefixes and Base Words</b> -WTW Lesson 8.20 VSC: 1.8.D.3.b	<b>Absorbed Prefixes</b> -WTW Lesson 8.18 VSC: 1.8.D.3.b	<b>Base words and suffixes</b> -ML Lesson # 9 VSC: 1.8.D.3.b	<b>Base words and suffixes</b> -ML Lesson # 10 VSC: 1.8.D.3.b	<b>Base words and suffixes</b> -ML Lesson # 11 VSC: 1.8.D.3.b
<b>Writing Workshop</b> *These lessons come from the Units of Study for Primary writing by Lucy Calkins	<b>Using a writer's notebook</b> -model generating writing from an idea collected -give students time to do the same -writing conferences -share  VSC: 4.8.A.1.a-b	<b>Using a writer's notebook</b> -model generating writing from another idea collected -give students time to do the same -writing conferences -share  VSC: 4.8.A.1.a-b	<b>Using a writer's notebook</b> -model how writing can grow from observations or rereading previous pieces or memories -give students time to do the same -writing conferences -share VSC: 4.8.A.1.a-b	<b>Using a writer's notebook</b> -model how writers select a seed idea from entries -develop that seed idea by writing more entries about it -writing conferences -share  VSC: 4.8.A.2.a	<b>Using a writer's notebook</b> -model how writers select a seed idea from entries -develop that seed idea by writing more entries about it -writing conferences -share  VSC: 4.8.A.2.a

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	<b>Day 16</b>	<b>Day 17</b>	<b>Day 18</b>	<b>Day 19</b>	<b>Day 20</b>
<b>Advisory/ Homeroom</b>	-community building	-community building	-community building	-community building	-community building
<b>Read Aloud</b> VSC: 1.8.E.1.a	Read <u>The Giver</u> (or another Lois Lowry book) -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> (or another Lois Lowry book) -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> (or another Lois Lowry book) -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> (or another Lois Lowry book) -Review and add to accountable talk and listening charts as needed	Read <u>The Giver</u> (or another Lois Lowry book) -Review and add to accountable talk and listening charts as needed
<b>Readers' Workshop</b>  VSC: 1.8.E.1.b	<b>Retelling</b> -have a student retell what was read yesterday -how do we fill in the gaps? ...think as you read! -continue reading "The Rat Hunt" -after reading have students retell to a partner -create chart "what to include in a retelling" (plot, characters, our thinking, story language) -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.8.E.4.b-c	<b>Retelling</b> -continue reading "The Rat Hunt" or use an excerpt from a previous lesson to review retelling -after reading have students retell to a partner -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.8.E.4.b-c	<b>Retelling and Fluency</b> -continue reading "The Rat Hunt" or use an excerpt from a previous lesson to review retelling -after reading have students read a portion orally and retell it to a partner -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.8.E.4.b-c	<b>Monitoring for Sense</b> -use an excerpt from a previous lesson -model monitoring for sense: what are you thinking? Does it make sense? What do you do when you don't understand? Reread and revise! -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.8.C.3.a-j	<b>Monitoring for Sense</b> -use an excerpt from a previous lesson -model monitoring for sense: what are you thinking? Does it make sense? What do you do when you don't understand? Reread and revise! -1-2 students share booktalks -30 min IR -reading conferences -share/rank on rubric VSC: 1.8.C.3.a-j
<b>Word Study</b>	<b>Suffixes</b> -WTW Lesson 8.16 VSC: 1.8.D.3.b	<b>Suffixes</b> -WTW Lesson 8.17 VSC: 1.8.D.3.b	<b>Suffixes</b> -WTW Lesson 8.17 VSC: 1.8.D.3.b	<b>Anglo Saxon Affixes</b> -ML Lesson # 12 VSC: 1.8.D.3.b	<b>Roots and Word Families</b> -ML Lesson # 13 VSC: 1.8.D.3.b
<b>Writing Workshop</b> *These lessons come from the Units of Study for Primary writing by Lucy Calkins	<b>Using a writing notebook</b> -model looking at seed ideas: "what could I make of this?" -allow time for students to do the same -writing conferences -share VSC: 4.8.A.2.a	<b>Using a writing notebook</b> -model how to be sure seed ideas are "seeds": can I capture a small piece and write with focus and detail about it? -let students try -writing conferences -share VSC: 4.8.A.2.a	<b>Using a writing notebook</b> -model how to be sure seed ideas are "seeds": can I capture a small piece and write with focus and detail about it? -let students try -writing conferences -share VSC: 4.8.A.2.a	<b>Writing a Memoir</b> -read a memoir -what do you notice about how this is written/what does the author do -provide IW time for student to continue developing seed ideas with focus and detail -writing conferences -share VSC: 4.8.A.2.a	<b>Writing a Memoir</b> -read a memoir -what do you notice about how this is written/what does the author do -provide IW time for student to continue developing seed ideas with focus and detail -writing conferences -share VSC: 4.8.A.2.a