Exploratories 8- Reading

Course Description

Reading Exploratories 8 is a quarterly class encompassing informational text and nonfiction, historical fiction, and poetry. The class will expose students to various types of reading material that will enhance their reading skills and interests. Students will participate in daily activities to strengthen their reading, comprehension, and analytical skills. Google Classroom and personal laptops will be utilized daily.

Suggested Course Sequence:

Unit 1: Informational Text and Nonfiction   (3 weeks)

Unit 2: Historical Fiction   (3 weeks)

Unit 3: Poetry   (2 weeks)

Content Area:	Reading
Unit Title:	Nonfiction, Informational Text Study
Grade Level:	8 3 week study

Unit Summary: 8th grade students will explore informational text and non-fiction through various sources with a wide range of reading and increasing levels of text complexity.

Interdisciplinary Connections:
Students will explore sources of nonfiction and informational text that apply to multiple disciplines; this exposure will broaden the literary experiences and skill of the reader.

21st Century
Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

Craft and Structure:

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

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

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

Integration of Knowledge and Ideas:

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

CCSS.ELA-LITERACY.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify

where the texts disagree on matters of fact or interpretation.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text

complexity band independently and proficiently.

NJCCS- Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit Essential Question(s):	Unit Enduring Understandings:
● What is the difference between fiction and nonfiction? ● How much information can I gather from just one article on a topic? What about two? or Three? ● How do I incorporate my facts from a news article into a discussion? Writing task? ● How can digital media enhance my learning? ● How does the spoken and written text of a speech or video compare and contrast?	● Develop an understanding of the use of nonfiction and informational text. ● Read and understand topics from a multiple sources. ● Develop awareness of the benefits of multiple sources. ● Develop skills of supporting evidence with text and supporting details, from print, media, or spoken word. ● Appreciate the power of the spoken and written word.

Unit Learning Targets/Objectives:
Students will…
- Identify the difference between fiction and nonfiction
- Read a multitude of informational text from current news resources
- Compare and contrast various informational text articles on the same topic
- Apply knowledge of a topic by defending a position.
- Research a topic thoroughly and present findings and research
- Read and listen to a speech
- Create a speech and present it with findings from readings

Formative Assessments:
Presentation of findings
Self-Analysis
Notes
Summative/Benchmark Assessments:
 Quizzes/ Tests

Resources/Materials:
Google Docs
Teacher Rubric

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21st CENTURY GLOBAL SKILLS

Modifications:

Special Education Students
- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted / Talented
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to Newsela	Students will access accounts for Newsela and begin exploring topics of general interest. Students are introduced to "Read, Think, Quiz, Write, Share" activity.	1 day
Explore Newsela: complete "RTQWS"	Students will explore the website of news articles (and locate a comfortable lexile for reading). They will read, think about what they have read, quiz themselves on the reading article, write a short response, and share their findings with the class in student- led discussion at the end of the period.	2 days
Text Set (grouping of related articles, comparing and contrasting similar topic)	Students are assigned, in groups, a designated text set of articles. Students will work on a group analysis of findings and present to class.	2 days
Presentation of findings	Each student will contribute to the group discussion and share findings of readings from text set.	1 day
Introduction to TV411	Students will explore TV411, a website for learning across the content areas. TV411 has short videos with quizzes and short writing tasks.	1 day
Video Set (grouping of related videos, comparing and contrasting similar topic)	Students are assigned, in groups, a designated set of videos.. Students will work on a group analysis of findings and present to class.	2 days
Presentation of findings	Each student will contribute to the group discussion and share findings from video group.	1 day
Speeches	Students will explore famous speeches on www.mocomi.com or other website with printed speeches.	1 day
Breakdown of speech	Students will locate a speech that "speaks" to them, and lists reasons why they feel this way. They are then directed to find a spoken version of the speech, either in audio or video format (youtube, etc.)	1 day
Group discussion of powerful speech	As a class, read and view a speech together. Break down the parts and highlight powerful words and images.	1 day

Write your own speech.	Write a speech about a topic that is important to the student. Topics may stem from research earlier in the class	1 day
Presentation of Speech	Class presentation of speeches	1 day

Teacher Notes:

All work will be completed on Google Docs.

Additional Resources
Click links below to access additional resources used to design this unit:
www.newsela.com

www.tv411.com

www.mocomi.com

www.youtube.com

Content Area: Reading
Unit Title: Historical Fiction Study
Grade Level: 8   3 week study

Unit Summary: 8th grade students will gain an appreciation and understanding of the historical fiction genre. Students will select a novel of historical fiction, read it, and identify and understand the genre and its social impact.

Interdisciplinary Connections:
Students will explore stories of historical fiction and understand how the literature reflects the times.

21st Century
Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.   Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

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

Craft and Structure:

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

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

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

CCSS.ELA-LITERACY.RL.8.9 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.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.8.10 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.

NJCCS- Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit Essential Question(s):	Unit Enduring Understandings:
● What is historical fiction? ● What is the difference between historical fiction and nonfiction? ● What is the difference between fiction and historical fiction? ● Why is it important to understand the differences between genres? ● Why is it important to read multiple genres?	● Readers will appreciate the historical fiction genre. ● Readers will understand the differences between historical fiction and nonfiction ● Readers will understand the differences between fiction and historical ficion. ● Readers will appreciate and identify how historical fiction reflects many societal issues of a particular era.

Unit Learning Targets/Objectives:
Students will…
- Understand that historical fiction is a form of fiction (not true)
- Understand that it is based on historical events and authentic settings
- Understand that characters are portrayed in a realistic manner, and some characters may be actual people from history, but the story is fictional and artistic mix of fiction and historical fact

Formative Assessments:
Presentation of findings
Self-Analysis
Notes
Summative/Benchmark Assessments:
 Quizzes/ Tests

Resources/Materials:
Google Docs, Slides
Teacher Rubric

Modifications:

Special Education Students
- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners
- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students
- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted / Talented
- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to Historical Fiction genre, qualities of genre.	Students will understand the characteristics of the genre.	1 day
Identification of book to read (Fever 1793, Johnny Tremain, Number the Stars, etc.) Groups of students can read the same text or individuals can select.	Students will locate a novel for study, either in groups or individually.	1 day
Historical Period fact finding (preliminary)	Students will gather facts on the actual historical time period of the novel. Students will share facts and predict what events may occur in the novel	1 day
Class reading, discussion questions, journaling	In groups, novel study. Each group will set guidelines for reading, sharing, and understanding the novel.	8 days
Analysis of historical fiction	Students will analyze the text and compare / contrast the work for evidence of historical fiction.	1 day
Historical Period "missing links" and fact finding	After reading the novel, students will review their preliminary fact finding of the era and add events / information that was necessary to understand novel.	1 day
Social Impact	Students will create Google Slides presentations on the social issues that the book of historical fiction brought forth.	2 days

Teacher Notes:

All work will be completed on Google Docs and Slides

Additional Resources

Click links below to access additional resources used to design this unit:
http://www.pbs.org/wnet/slavery/teachers/readings.html

http://www.readwritethink.org/files/resources/lesson_images/lesson270/bookmark-hist.pdf

http://fmwriters.com/Visionback/Issue34/historicalfic.htm

Content Area:	Reading
Unit Title:	Poetry Study
Grade Level:	8 2 week study

Unit Summary: 8th grade students will review poetic forms, vocabulary, structures, language, sound devices, and figurative language and focus on analysis of poetry for meaning.

Interdisciplinary Connections:
Students will explore poetry and its ability to help a reader become aware of different perspectives in life and history.

21st Century
Themes and Skills:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

CCSS.ELA-LITERACY.L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.5.A Interpret figures of speech (e.g. verbal irony, puns) in context.

CCSS.ELA-LITERACY.L.8.5.B Use the relationship between particular words to better understand each of the words.

CCSS.ELA-LITERACY.L.8.5.C Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).

CCSS.ELA-LITERACY.L.8.6 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.

Craft and Structure:

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

NJCCS- Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Unit Essential Question(s):	Unit Enduring Understandings:
● What makes a good poem? ● What terms are associated with poetry? ● How do authors use forms, structures, figurative language, sound devices, and other poetic forms in poetry? ● How does TPCASTT help me understand poetry?	● Students will understand the tools poets use to develop poetry ● Students will understand how diction and structure affect meaning ● Students will understand the impact of the written word on feelings and perspectives. ● Students will understand how TPCASTT can help readers of poetry break down a poem's meaning.

Unit Learning Targets/Objectives:
Students will…
● Define terms associated with poetry
● Create a digital portfolio of poetry terms and poetry
● Create poetry utilizing forms, structures, figurative language, sound devices, and other poetic forms.
● Understand TPCASTT for poetry analysis.

Formative Assessments:
Presentation of findings
Self-Analysis
Notes
Summative/Benchmark Assessments):
 Quizzes/ Tests

Resources/Materials:
Google Docs
Teacher Rubric

Modifications:
Special Education Students
● Allow errors
● Rephrase questions, directions, and explanations
● Allow extended time to answer questions
● Accept participation at any level, even one word
● Consult with Case Managers and follow IEP accommodations/modifications
English Language Learners
● Assign a buddy, same language or English speaking
● Allow errors in speaking
● Rephrase questions, directions, and explanations
● Allow extended time to answer questions

At-Risk Students
● Provide extended time to complete tasks
● Consult with Guidance Counselors and follow I&RS procedures/action plans
● Consult with classroom teacher(s) for specific behavior interventions
● Provide rewards as necessary
Gifted / Talented
● Provide extension activities
● Build on students' intrinsic motivations
● Consult with parents to accommodate students'

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ˢᵗ CENTURY GLOBAL SKILLS

● Accept participation at any level, even one word		interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Digital Poetry Portfolio	Students will understand the goal of the poetry portfolio (or locate from previous years) and begin to search for terms and poems.	1 day
Forms and Structures of Poetry	Students will research and/ or review forms of poetry such as lyric, concrete, limerick, haiku, narrative, ballad, free verse, refrain, stanza, couplet, epic, sonnet, and others teacher may select.	1 day
Figurative Language	Students will research and / or review and provide examples of figurative language, such as metaphors, similes, personification, symbol, idioms, hyperbole, and others teacher may select.	1 day
Sound Devices	Students will research and/ or review and provide examples of sound devices such as alliteration, assonance, consonance, repetition, onomatopoeia, meter, rhyme, and others teacher may select.	1 day
Other Poetry forms	Students will research and/ or review and provide examples of other forms of sensory language, mood, tone, and imagery.	1 day
TPCASTT	Students will understand TPCASTT (Title, Paraphrase, Connotation, Attitude/Tone, Shift, Title and Theme). Students will utilize TPCASTT to break down a poem (i.e., "Paul Revere's Ride" or "Jabberwocky") and to bring forth meaning in the poem.	2 days
Comparison of Poems	Students will compare and contrast two poems (using TPCASTT, analysis of sound devices, figurative language, etc.) and discuss how the poets present their perspectives.	2 days
Poetry Sharing	Students can share favorite poems and explain (using terminology from poetry study) why they enjoy it.	1 day

Teacher Notes:

All work will be completed on Google Docs.

Additional Resources
Click links below to access additional resources used to design this unit:
www.poets.org (for poetry samples)

http://www.poetryfoundation.org

http://learning.blogs.nytimes.com (please click on "poetry pairings" for resources)

http://www.heinemann.com/shared/onlineresources/e02710/introduction.pdf

http://www.readwritethink.org/files/resources/30738_analysis.pdf