

	<p align="center">Campus: Clark Middle School & Southard Middle School,</p>
<p>Author(s): A. Avery, J. Edwards, R. Patterson, C. Seegmiller, J. Barton, J. Salehin, McCartney</p>	<p align="center">Date Created / Revised: July 2022</p>
<p>Six Weeks Period: Unit 1</p>	<p align="center">Grade Level & Course: 8th Reading</p>
<p>Timeline: Unit 1: 15 days</p>	<p align="center">Unit Title: Fundamentals of Communication</p>
<p>Stated Objectives TEK # and SE</p>	<p>8.1A Listen actively to interpret a message by summarizing, asking questions, and making comments.</p> <p>8.1B Follow and give complex oral instructions, to perform specific tasks, answer questions or solve problems.</p> <p>8.1C Advocate a position using anecdotes, analogies, and/or illustrations employing eye contact, speaking rate, volume, enunciation, a variety of natural gestures and conventions of language to communicate ideas effectively and</p> <p>8.1D Participate collaboratively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes and vote on key issues.</p> <p>8.2A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin and part of speech</p> <p>8.2B Use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and</p> <p>8.2C Determine the meaning and usage of grade level academic English words derived from Greek and Latin words, such as ast, qui, path, man/mend, and duct.</p> <p>8.3A Adjust fluency when reading grade level text, based on the reading purpose.</p> <p>8.4A Self-select text and read independently for a sustained period of time;</p> <p>8.5A Establish purpose for reading assigned and self-selected text.</p> <p>8.5B Generate questions about text before, during, and after reading to deepen understanding, and gain information;</p> <p>8.5C Make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p> <p>8.5D Create mental images to deepen understanding;</p> <p>8.5E Make connections to personal experiences, ideas in other texts, and society,</p> <p>8.5F Make inferences and use evidence to support understanding;</p> <p>8.5G Evaluate details read to determine key ideas;</p> <p>8.5I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding break downs.</p> <p>8.6C Use text evidence to support an appropriate response,</p> <p>8.6E Interact with sources in meaningful ways such as note taking, annotating, freewriting or illustrating,</p> <p>8.6F Response using newly acquired vocabulary as appropriate;</p>

	<p>8.6H Respond orally or in writing with appropriate register, vocabulary, tone, and voice;</p> <p>8.10A Plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;</p> <p>8.10Bi Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion, and</p> <p>8.10D Edit drafts using standard English conventions, including:</p> <p>8.11D Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>
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See Instructional Focus Document (IFD) for TEK Specificity

Key Understandings	<ul style="list-style-type: none"> ● Active listening, discussing, and the ability to give and follow oral instructions. ● Coming to a consensus with the learning community. ● Employ a variety of strategies to deliver information to an audience. ● Understand the importance and purpose of reading, to include using a variety of texts, a variety of comprehension strategies, and convey understanding with appropriate responses. ● Examine and analyze the author’s craft to enhance comprehension. ● Readers use strategies to support interpretation of text. ● Understanding new words and concepts enhances comprehension and oral and written communication.
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Misconceptions	<ul style="list-style-type: none"> ● Some students may not understand that active listening benefits both the listener and the speaker by improving comprehension for the listener and positively affecting the speaker’s delivery. Students should understand that their body language may be interpreted by a speaker and can influence the speaker’s choice of content, volume, and speaking rate. ● Students may be confused about the expectations of purposeful annotation and may have developed the habit of simply highlighting or underlining texts without thinking about what and why they are annotating. It can be helpful to remind students that annotations should be purposeful in helping them interact more meaningfully with the text such as in noting important details or observing personal connections to the text.
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Key Vocabulary	<ul style="list-style-type: none"> ● Annotating — marking a text with notes and/or comments ● Audience — the intended target group for a message, regardless of the medium ● Collaboration — the process of two or more people working together to create or achieve the same thing wherein each member speaks, is heard, and takes ownership of the resulting product or activity ● Correspondence — any written or digital communication exchanged between two or more people in the form of a letter, email, fax, etc. ● Inference — a logical guess made by connecting bits of information ● Editing — a stage in the writing process when a written text is prepared for an audience by attending to and correcting mechanics, grammar, and spelling ● Key ideas — important ideas throughout a work that support the central message, theme, tone, etc. ● Paraphrase — restate the meaning of something in different words. Paraphrasing alters the exact wording of the source and transmits its ideas or information without evaluation or interpretation. ● Prediction — a form of inference in which the reader gathers and analyzes details in order to anticipate and foresee forthcoming events and information ● Summarize — to reduce large sections of text to their essential points and main idea. Note: It is still important to attribute summarized ideas to the original source.
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Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
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<p>Day 1 Thursday, August 11</p> <p>Engage Explore Explain Elaborate Evaluate</p> <p>8.1A 8.1B 8.1C 8.1D 8.4A 8.6E 8.6H</p>	<p>Topic: First Day of School--Classroom Policies/School Procedures Objective: Participate productively in discussions, take notes on teacher syllabus, students create and communicate clear goals orally and in print (to be added in their binder/INB by teacher due date).</p> <p>ELL: Language Objective: Students will read syllabus and ask questions about classroom policies and procedures.</p> <p>Procedures:</p> <ul style="list-style-type: none"> ➤ Teacher/Student Introduction (Ice Breaker) ➤ Review/create a consensus of Classroom Rules and Expectations ➤ Growth Mindset vs. Fixed Mindset ➤ Teacher selected student survey/interest "Getting to Know You" Activity for greater depth of understanding your students. ➤ Distribute/email syllabus to parents (return with parent signature for grade) ➤ Comp Books/Binders/INB -- set up <p>Closing: What is one thing you still need to know about our class?</p>	<p>*Teacher Specific Syllabus/Course outline with Rules and Procedures</p> <p>*Teacher Selected "Getting to Know You" activities</p> <p>*Copies of the Syllabus</p> <p>*Growth Mindset activities</p> <p>*Teacher example of comp book/binder/INB for display</p> <p>*1SW PPT</p>
<p>Day 2 Friday, August 12</p> <p>Engage Explore Explain Elaborate Evaluate</p> <p>8.1A 8.1B 8.1D</p>	<p>Topic: Classroom Policies/Growth Mindset Activities</p> <p>Objective: Students will evaluate expectations for the school year and set ambitious yet attainable goals.</p> <p>ELL: Language Objective: Students will orally communicate goals.</p> <p>Procedures:</p> <ul style="list-style-type: none"> ➤ Warm-Up: "My Goals" activity sheet; illustrate/color/personalize ➤ Return parent signature portion from syllabus for grade ➤ Growth Mindset: "If I Knew I Wouldn't Fail" activity ➤ Growth Mindset: Setting Goals For the Year activity ➤ Comp Books/Binders/INB -- set up ➤ Revisit classroom and school policies and procedures <p>Closing: Choose one of the two QuickWrite prompts to respond to:</p> <ul style="list-style-type: none"> - If you could travel anywhere in the world, where would it be and why? - What do you plan to do after you graduate high school (college, vocational school, etc.), and what is your dream job? 	<p>*Students supplies as outlined by the teacher.</p> <p>*Notebook paper/INB/Comp Book</p> <p>*Writing utensil</p> <p>*Growth Mindset activities</p> <p>*1SW PPT</p>
<p>Day 3 Monday, August 15</p> <p>Engage Explore Explain Elaborate Evaluate</p> <p>8.1D 8.5D 8.6H 8.10A 8.10D</p>	<p>Topic: Background information - The Great Depression</p> <p>ELL Language Objective:</p> <p>Objective: Students will obtain background knowledge about The Great Depression by listening to "Ruby Rides the Rails" and using notes to write a short answer response.</p> <p>Warm-Up: QuickWrite: Why do we read? What can we get out of it, and how is it essential in everyday life? Give examples of things you have to read every single day.</p> <p>Procedures: Lesson: Background Information: The Great Depression-Ruby Rides the Rails -</p> <ul style="list-style-type: none"> ➤ read aloud or video. ➤ As students listen, they will take notes on Double Entry Journal ➤ Comp. Book/INB - <u>DEJ</u> 	<p>*Notebook paper/INB/Comp Book</p> <p>*Writing utensil</p> <p>*1SW PPT</p> <p>Ruby Rides the Rails - read aloud or video.</p> <p>Short answer response video https://www.youtube.com/watch?v=AkAq7uaF02A</p> <p>Short Answer Response: How did The Great Depression affect Ruby?</p>

	<ul style="list-style-type: none"> ○ 3 Columns+ ○ Students must identify: <ul style="list-style-type: none"> ■ quote from text ■ page number ■ have a reaction, prediction, emotion, or question in regards to the quote ➤ Discuss how to write a short answer response. ➤ Write: SHORT ANSWER RESPONSE using notes from double entry journal. ➤ Share: Students will be able to share their writings with the class <p>Closing: How would you have liked living during The Great Depression?</p>	Double Entry Journal.																				
<p>Day 4 Tuesday August 16</p> <p><i>Engage</i> <i>Explore</i> <i>Explain</i> <i>Elaborate</i> <i>Evaluate</i></p> <p>8.1A 8.1B 8.6E</p>	<p>Topic: Strategic Reading: How can it be done?</p> <p>ELL Language Objective: Students will pair-share what they notice when reading a passage.</p> <p>Objective: In order to understand the author’s purpose and craft, the student will create and understand strategies while reading.</p> <p>Warm-Up: Write a response to the essential question: “What do I typically notice when reading a passage? What makes it interesting? (turn of events, characters, surprises, etc.)”</p> <ul style="list-style-type: none"> ➤ Pair/Share Out responses. <p>Procedures: Annotation:</p> <ul style="list-style-type: none"> ➤ Read NewsELA article ➤ Read aloud and have students participate to determine what they “notice,” and discuss to “note.” <ul style="list-style-type: none"> ○ Use (question mark) for questions, (heart) for emotion, etc. <p>Closing: Discuss/write initial thoughts of annotation - What about this strategy will make annotating easier for you?</p>	<p>*Notebook paper/INB/Comp Book</p> <p>Annotation strategy - use symbols.</p> <p>NewsELA Article: The Great Depression as a global event</p>																				
<p>Day 5 Wednesday, August 17</p> <p><i>Engage</i> <i>Explore</i> <i>Explain</i> <i>Elaborate</i> <i>Evaluate</i></p> <p>8.1A 8.1B 8.2A 8.2B 8.2C 8.5A 8.5B 8.5E 8.5F 8.5I</p>	<p>Topic: Strategic Reading</p> <p>ELL Language Objective: Students will read a NewsELA passage</p> <p>Objective: In order to understand the author’s purpose and craft, the student will create and understand clues described by the strategy Review literary terms for passages.</p> <p>Warm-Up: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response</p> <p>Procedures:</p> <ul style="list-style-type: none"> ➤ Review reading strategy for annotating ➤ Use News ELA passage to demonstrate a few examples of each category of Notice and Notes. Read aloud and have students participate to determine what they “notice,” and discuss to “note.” <p>Closing: Review the terms: inference and conflict</p> <p>=====</p> <p>Topic: Strategic Reading: Marigolds by Eugenia Collier</p>	<p>*Notebook paper/INB/Comp Book</p> <p>*Writing utensil</p> <p>https://drive.google.com/drive/u/2/folders/1bFq1oKf2fZijcW9e_Dcc8CLZ1Mn CvxtC</p> <table border="1" data-bbox="1198 1570 1507 1969"> <thead> <tr> <th colspan="2">6 Weeks Testing Day 1</th> </tr> </thead> <tbody> <tr> <td>Zero Hour</td> <td>7:00 - 7:25</td> </tr> <tr> <td>1st Period</td> <td>7:30 - 9:05</td> </tr> <tr> <td>Break</td> <td>9:05 - 9:16</td> </tr> <tr> <td>2nd Period</td> <td>9:20 - 10:55</td> </tr> <tr> <td>3rd Period</td> <td>11:00 - 1:15</td> </tr> <tr> <td colspan="2">A Lunch 11:00 - 11:30</td> </tr> <tr> <td colspan="2">B Lunch 11:30 - 12:00</td> </tr> <tr> <td colspan="2">C Lunch 12:00 - 12:30</td> </tr> <tr> <td>4th Period</td> <td>1:15 - 2:55</td> </tr> </tbody> </table>	6 Weeks Testing Day 1		Zero Hour	7:00 - 7:25	1st Period	7:30 - 9:05	Break	9:05 - 9:16	2nd Period	9:20 - 10:55	3rd Period	11:00 - 1:15	A Lunch 11:00 - 11:30		B Lunch 11:30 - 12:00		C Lunch 12:00 - 12:30		4th Period	1:15 - 2:55
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<p>8.6A 8.6B 8.6C 8.6E</p>	<p>ELL Language Objective: Students will complete a quick write on the Great Depression.</p> <p>Objective: Students will read the short story and <u>make connections</u> to personal experiences, ideas in other texts, and society. Students will also analyze the author’s use of sensory details.</p> <p>Warm-Up: What was the Great Depression, and when did it take place? Do some quick research!</p> <p>Procedures:</p> <ul style="list-style-type: none"> ➤ Review background knowledge on the Great Depression and author ➤ Review unfamiliar words and use context clues strategies ➤ Review: Nonfiction and Narrative Nonfiction ➤ Read: “Marigolds” - annotate. <p>Closing: QuickWrite: In what ways can you relate to Eugenia in “Marigolds”?</p>	<p>*Reading source: “Marigolds” via HMH Online</p> <p>Marigolds Passage</p> <p>Marigolds selection questions.</p> <p>*INB/Comp Book</p>																						
<p>Day 6 Thursday, August 18</p>	<p>Use Day 5 lesson plans.</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="2">6 Weeks Testing</td> </tr> <tr> <td colspan="2">Day 2</td> </tr> <tr> <td><i>Zero Hour</i></td> <td>7:00 - 7:25</td> </tr> <tr> <td>5th Period</td> <td>7:30 - 9:05</td> </tr> <tr> <td>Break</td> <td>9:05 - 9:16</td> </tr> <tr> <td>6th Period</td> <td>9:20 - 10:55</td> </tr> <tr> <td>7th Period</td> <td>11:00 - 1:15</td> </tr> <tr> <td>A Lunch</td> <td>11:00 - 11:30</td> </tr> <tr> <td>B Lunch</td> <td>11:30 - 12:00</td> </tr> <tr> <td>C Lunch</td> <td>12:00 - 12:30</td> </tr> <tr> <td>8th Period</td> <td>1:15 - 2:55</td> </tr> </table>	6 Weeks Testing		Day 2		<i>Zero Hour</i>	7:00 - 7:25	5th Period	7:30 - 9:05	Break	9:05 - 9:16	6th Period	9:20 - 10:55	7th Period	11:00 - 1:15	A Lunch	11:00 - 11:30	B Lunch	11:30 - 12:00	C Lunch	12:00 - 12:30	8th Period	1:15 - 2:55
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<p>Day 7 Friday August 19</p> <p>Engage Explore Explain Elaborate Evaluate</p> <p>8.2C 8.3A 8.4A 8.10B 8.10Bi</p>	<p>Topic: Selection Test: Marigolds</p> <p>ELL Language Objective: Students will read and respond to a selection test.</p> <p>Objective: Students will check for understanding by completing a short test over “Marigolds.” Students will then choose a self-selected text and read independently.</p> <p>Procedures:</p> <ul style="list-style-type: none"> ➤ Review: “Marigolds” ➤ Take 10 question test over “Marigolds” ➤ Independent Writing: Write a 3-paragraph summary of Marigolds. Include Introduction, BME, and conclusion. <p>Closing: What fun and exciting things do you plan to do this weekend? Let’s talk about it!</p>	<p>*INB/Comp Book</p> <p>Marigolds selection questions.</p> <p>Marigolds Passage.</p>																						

**Accommodations
for Special
Populations**

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.