|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Woodstock Middle School**  **8th Grade Reading – Quarter 2 Curriculum Pacing Guide**  **8th Grade Reading- Brown, Fugh, Owusu, Watson**  **iReady Reading** | | | | |
| **Reading Prescription**  Greetings Sensational 7th Grade Team  As we head into Quarter 2, we will continue to utilize the iReady Reading Prescription to guide our instruction. Since we have two weeks for each lesson, we will do the re-teach lesson for Week 1 and the 6th Grade iReady Lesson for Week 2. The pacing guide for each lesson is included in the Teacher’s Edition. The lesson objectives are identified and whole class instruction is outlined for each day of the week.   * Day 1 – Introduction: Read, Think, Talk * Day 2 – Modeled and Guided Instruction: Read, Think, Talk & Write * Day 3 – Guided Instruction: Read, Think, Talk, Write * Day 4 – Independent Practice: Read, Think, Write * Day 5 – Independent Practice – Review, Review, Assign and Discuss   As you plan your lessons for the day, please take into account the instructional format and ensure district expectations are evident even in the iReady lessons. The focus standards for each lesson are listed below and will be used to identify and annotate the PBO.  1) **Annotation of PBO** using the definitions from **Educational Epiphany**: [Grades 6-8 Here](https://drive.google.com/drive/folders/1xGPd1M4d-VmcZE--hJmcMTr4SJYtSu8N)  2) **Vocabulary Infusion** - Updated WORD WALLS reflecting only CURRENT words of study and definitions – Tier 2 and Tier 3 Words, reiterated throughout lesson  3) **Gradual Release**: I Do, We Do, You Do (This is embedded in the lessons  4) **Writing** – students are expected to complete the writing activities embedded in each lesson (embedded in Independent Practice)  The **4 Common Assessments** listed below will be administered through iReady and they will count as four Test, Quizzes and Assessment Scores and will be factored in as part of the students’ overall grades. | | | | |
| Text Title | Skill | **Focus Standard** | Unit/Week | Time Frames |
| **Ready Reading (Main Text)**  “The Ascent of Man” **by Daniel Gerrard** (Play)  *from* “The Time Machine” **by H. G. Wells** (Science Fiction)  *from* “Don Quixote” **by Miguel De Cervantes** (Short Story)  from “The Comical History of Don Quixote” **by Thomas d’ Urfey** (Play)  **Week 1: Lesson 6 Reteach**   * [**Teacher Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:6e407e3c-688b-4fae-8f64-9b2590d28e7c/NN%202016%20US7R%20RI%20TRB%20L6.pdf) **– Analyzing the Interaction of Story Elements** * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:21e66bbe-b879-4dae-bea8-5e9f9a86348a/NN%202016%20US7R%20RI%20SE%20L6.pdf) **­ – Analyzing the Interaction of Story Elements**   **Week 2 :Lesson 7: Analyzing Dialogue and Incidents in Stories and Dramas (Unit 2)**   * [**Lesson 7 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:9aac9a83-78fe-48ce-8474-f78285054307/NN%202016%20US8R%20RI%20TRB%20L7.pdf) * [**Lesson 7 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:97122059-e9fc-4a7d-9fef-9929e4eacdcf/NN%202016%20US8R%20RI%20SE%20L7.pdf) * Teacher Pages: 58-66 * Student Pages: 61-68 | 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. | **8.RL.KID.3** | Unit 2  WEEK 1  Ready Reading | October 18th--29nd |
| **COMMON FORMATIVE ASSESSMENT #1 – October 28, 2021** | | | | |
| **Ready Reading (Main Text)**  “A Delicious Taste of History” **by Ladonna Jackson** (Historical Account)  “The Many Faces of Nigerian Food” **by Theodore Shaffer** (Social Studies Account)  *from* “The Egg Business Lays an Egg” **Stanley S. Freed and Ruth A. Freed,** Faces Magazine (Article)  **Week 1: Lesson 4 Reteach**   * [**Teacher Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:d3897def-48a4-428a-822e-cc03b92871f6/NN%202016%20US7R%20RI%20TRB%20L4.pdf) **– Analyzing Interactions in a Text** * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:da1ce7d4-2af2-4649-ac5a-a5f8cd47b8e6/NN%202016%20US7R%20RI%20SE%20L4.pdf) **– Analyzing Interactions in a Text**   **Week 2 : Lesson 4: Analyzing Comparisons and Analogies**   * **Lesson 4 Teacher Resources Here** * [**Lesson 4 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:4561c257-43a5-4ccc-9e85-938991dab5cb/NN%202016%20US8R%20RI%20SE%20L4.pdf) * Teacher Pages- 28-36 * Student Pages-27-34 | Analyze the techniques used to distinguish between and to make connections among individuals, events, or ideas in a text. | **8.RI.KID.3** | Unit 1  WEEK 1 | November 1st -12th |
| **COMMON FORMATIVE ASSESSMENT #1 – November 11, 2021** | | | | |
| **Ready Reading (Main Text)**  “Sonnet XVIII” **by William Shakespeare** (Poetry)  *from “*The Seed Shop” **by Marial Stuart** (Poetry)  “A Winter Twilight” **by Angeline Grimke (**Poetry)  “The Lighthouse” **by Henry Wadsworth Longfellow** (Poetry)  **Week 1: Lesson 12 Reteach**   * [**Teacher Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:06eaa467-910f-4826-bc5d-97c9224488d4/NN%202016%20US7R%20RI%20TRB%20L12.pdf) **-Determining Word Meanings** * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:0ed318b0-542b-427d-811c-74da8460820e/NN%202016%20US7R%20RI%20SE%20L12.pdf) **- Determining Word Meanings**   **Week 2 : Lesson 15: Determining Word Meanings**   * [**Lesson 15 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:98c77297-e817-44cc-a2e0-b8590826eb6d/NN%202016%20US8R%20RI%20TRB%20L15.pdf) * [**Lesson 15 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:279e2c0b-b416-44f9-830c-7e67f3cba29f/NN%202016%20US8R%20RI%20SE%20L15.pdf) * Teacher Pages-136-144 * Student Pages-145-152 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meaning; analyze the impact of specific word choices on meaning and tone, including allusions to other texts, repetition or words and phrases, and analogies. | **8.RL.CS.4** | Unit 4  WEEK 1  Ready Reading | November 15th – Dec 3th |
| **COMMON FORMATIVE ASSESSMENT #1 – December 2, 2021** | | | | |
| **Ready Reading (Main Text)**  “Amelia Earhart: First in Flight” **Adele Lin** (Biography)  “The Trans-Pacific Passage Towards the Gold Fields by **Carl L. Herndon** (Historical Account)  “Dust Bowl Migrants” **by Charles Ramirez** (Historical Account)  **Week 1: Lesson 9 Reteach**   * [**Teacher Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:6caecbb5-f96c-4cdc-aa39-fa5937600e29/NN%202016%20US7R%20RI%20TRB%20L9.pdf) **– Analyzing Word Meanings** * [**Student Edition**](https://teacher-toolbox.i-ready.com/dam/jcr:d37aaead-ece5-4fd3-83ee-44fe378fbe3a/NN%202016%20US7R%20RI%20SE%20L9.pdf) **– Analyzing Word Meanings**   **Week 2 : Lesson 11: Analyzing Word Choice**   * [**Lesson 11 Teacher Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:bce3b810-3b91-4866-810c-0de2b72c6ad8/NN%202016%20US8R%20RI%20TRB%20L11.pdf) * [**Lesson 11 Student Resources Here**](https://teacher-toolbox.i-ready.com/dam/jcr:b25d80bb-cf09-4cec-a391-ad9299b5a728/NN%202016%20US8R%20RI%20SE%20L11.pdf) * Teacher Pages- 97-105 * Student Pages- 103-110 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies and allusions to other texts. | **8.RI.CS.4** | Unit 3  WEEK 1  Ready Reading | December 6th -17th |
| **COMMON FORMATIVE ASSESSMENT #4 – Dec 16, 2021** | | | | |