

Grade 8 Reading Curriculum Map Unit 1 Week 1

Good readers know that characters are people or animals in a story. Characters can be real or made-up. They have actions and feelings.

Grouping	Components of the Reading Block	Purpose Craft Essential Questions: How do we live, work, and play together?	Instructional Activity Skills and Strategies in Context How Do We Read? The Grade Book TWM/TWM-Talk With Me, Read With Me Chart	Resources www.goeasternhills.org	
				Reading, From Teacher Editions	Options for Jobs
Whole Group	Vocabulary Development	- Model shared reading - Build examples and vocabulary related to the unit's theme and the unit focus - Build background - Develop-Gist Vocabulary	Day 1: Let's Talk, Let's Learn, Let's Read: TWM/TWM p. 1A-1B	Unit 1, pp. 11	Gist Vocabulary Sections, pp. 20-21
			Day 2: Let's Talk/Let's Read, Let's Learn: Among Words: First, Second: TWM/TWM p. 1A-1B	Unit 1, pp. 12	
			Day 3: Let's Talk, Let's Read, Let's Learn: Among Words: Third, Fourth: TWM/TWM p. 1A-1B	Unit 1, pp. 18	
			Day 4: Let's Talk, Let's Read, Let's Learn: Among Words: Fifth, Sixth: TWM/TWM p. 1A-1B	Unit 1, pp. 47	
			Day 5: Let's Talk, Let's Read, Check-Gist Vocabulary: TWM/TWM p. 1A-1B	Unit 1, pp. 11	
Whole Group	Mini Lesson/ Shared Reading	- Introduce, model, and apply the skill: character - Introduce, model, and apply the strategy: predicting and checking predictions and what - Respond to Literature	Day 1: Model Reading Strategy, Introduce Skill, Reader Response: The Little School Bus (SR)	Unit 1, pp. 1A-1B	Dialogic Reading, pp. 48-49
			Day 2: Model Reading Strategy, Target Skill: The Little School Bus	Unit 1, pp. 1A-1B	
			Day 3: Target Skill and Monitor Progress: The Little School Bus	Unit 1, pp. 19	Authentic Character, pp. 88-89
			Day 4: Let's Read, Target Skill: The Little School Bus	Unit 1, pp. 48	
			Day 5: Read Aloud, Check Skill, Reader Skill	Unit 1, pp. 1A	Strategic Practice, pp. 100-101 Read/Think, pp. 108-109
Small Group	Differentiated Instruction (DI)	- While engaged in guided reading, teachers or independent reading, students will: - Make predictions about the actions of characters and events in a text - Recall and retell important events in their own words	Guided Reading How Do We Read? How Do We Read? How Do We Read?	Options - Independent Reading - Listening - Word Work - Art - Writing - Social Studies - Math	Unit 1, pp. 1-3 Unit 1, pp. 10-11 Unit 1, DI pp. 10-11 Unit 1, DI pp. 10-11-19
Small Group	"Check & Check"	Recheck the understanding of character and predictions in text	- Online Assessment: Literature: Bookends - Online Assessment: Science: Not Labeled: Bookends	Unit 1, DI 45	Differentiated Instruction, pp. 15-16 Labeled Reader Skills Chart, pp. 150-151
Whole Group	Group Share	- Check for understanding - Share examples/predictions with classmates	Share responses to the questions: How do we get to school?		
Whole Group	Word Work and Letter Study	- Phonological Awareness: Blending Words - Letter Recognition: Aa, Bb, Cc, Dd, Ee - High Frequency Words: Let's - Shared/Modelled/Interactive Writing	Day 1: Phonological Awareness, Letter Recognition, Shared Writing	Unit 1, pp. 1A-1B	Phonological and Phonics Awareness, pp. 62-67 Phonics, pp. 68-69
			Day 2: Phonological Awareness, Letter Recognition, Modelled Writing	Unit 1, pp. 12-14	
			Day 3: Phonological Awareness, Letter Recognition, Modelled Writing	Unit 1, pp. 40-41	
			Day 4: Phonological Awareness, Letter Recognition, Interactive Writing	Unit 1, pp. 42-51	
			Day 5: Phonological Awareness, Letter Recognition, Shared Writing	Unit 1, pp. 12-14	

Scott Foresman Street Kindergarten Pacing Guide

Puja Mehta



Scott Foresman Street Kindergarten Pacing Guide:

Decoding **Scott Foresman Street Kindergarten Pacing Guide**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Scott Foresman Street Kindergarten Pacing Guide**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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