

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.goeastcurriculum.org	
					Reading, From Teacher Editions	Options for the Job
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. 20-30	
			Day 2: Let's Talk/Let's Read, Let's Learn: Among Words: First, Second: TWM/TWM p. 1A-1B	Unit 1, pp. 21		
			Day 3: Let's Talk, Let's Read, Let's Learn: Among Words: Third, Fourth: TWM/TWM p. 1A-1B	Unit 1, pp. 31		
			Day 4: Let's Talk, Let's Read, Let's Learn: Among Words: Fifth, Sixth: TWM/TWM p. 1A-1B	Unit 1, pp. 41		
			Day 5: Let's Talk, Let's Read, Check-Gist Vocabulary: TWM/TWM p. 1A-1B	Unit 1, pp. 51		
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. 2A-2B	Authentic Character, pp. 88-89	
			Day 3: Target Skill and Monitor Progress: The Little School Bus	Unit 1, pp. 3A		
			Day 4: Let's Read, Target Skill: The Little School Bus	Unit 1, pp. 4A		
			Day 5: Read Aloud, Check Skill, Answer Skill	Unit 1, pp. 5A	Strategic Practice, pp. 128-129 Read/Think, pp. 128-129	
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. 20-21 Unit 1, DI pp. 22-23-24	
Small Group	"Check a Date"	Re-teach the understanding of character and predictions in text	- Online Simultaneous Instruction: Bookends - Online Personal Response: Not Labeled Readers		Unit 1, DI 45	Differentiated Instruction, pp. 75-76 Labeled Reader Skills Chart, pp. 150-161
Whole Group	Group Share	- Check for understanding - Share example/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: I, am - 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. 2A-2B		
			Day 3: Phonological Awareness, Letter Recognition, Modelled Writing	Unit 1, pp. 3A-3B		
			Day 4: Phonological Awareness, Letter Recognition, Interactive Writing	Unit 1, pp. 4A-4B		
			Day 5: Phonological Awareness, Letter Recognition, Shared Writing	Unit 1, pp. 5A-5B		

Scott Foresman Street Instructional Guide For Kindergarten

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A Teacher's Guide to Preschool Reading Instruction William Blanton, 1973

Resources in Education, 1997

Teaching Words and How They Work Elfrieda H. Hiebert, 2019-12-06 Research shows that vocabulary is the best support for students comprehension of narrative and information texts Often vocabulary instruction focuses on a few target words in specific texts However to understand the many new words in complex texts students need to know how words work This book written by an award winning authority on reading instruction shows teachers how to make small changes to teach more words and also how words work Many of these small changes involve enrichments to existing vocabulary practices such as word walls and conversations with students Each chapter includes descriptions of teachers implementation of small changes to support big gains in students vocabulary This book which has sufficient depth in research and theory for graduate and undergraduate courses in vocabulary instruction also offers practical steps that K 8 teachers can use in any reading program to help all students grow their vocabulary Teaching Words and How They Work shows teachers how to Identify the most important word families to teach Teach students to use opening text as background knowledge for comprehending the rest of the text Use word walls with more purpose and greater student engagement Select the right words to teach from new information texts Better understand limitations of leveled texts and how to adjust Use assets and address challenges to support English learners Access free mentor and teacher resources online at textproject.org *Basic Goals for Elementary Children: Levels: seven and eight* United States. Bureau of Indian Affairs. Branch of Education, 1964 **Basic Goals for Elementary Children: Levels: four, five, and six** United States. Bureau of Indian Affairs. Branch of Education, 1964

Lesson Guide for Captioned Films, XX, 1984 *Transforming Preschool Storytime* Betsy Diamant-Cohen, Melanie A. Hetrick, 2013-06-18 According to recent research the best way to make new connections in a child s brain is by building on something already known A child who loves a book will listen to it repeatedly maintaining interest Using a selected book in a number of consecutive preschool storytimes but presenting it differently each time can help children learn new skill sets This book presents a new approach to storytime one that employs repetition with variety to create an experience which helps children connect and engage with the story on a higher level Diamant Cohen recently awarded the 2013 ASCLA Leadership and Professional Achievement Award and Hetrick offer a year s worth of activities specifically designed to address multiple intelligences through a repetition based process Incorporating recent theories on developmental learning this book includes Scripts for 8 different books with enough activities to repeat each one for six weeks along with lists of optional alternative books Planning aids such as outlines of storytime sessions a fill in the blanks planning sheet questions for evaluation and tips for enhanced storytimes using props and crafts Detailed but straightforward explanations of theory and research that will help readers communicate effectively with parents caregivers and other stakeholders From setup to execution here s everything you need to create and implement a successful elevated storytime **List of Active Corresponding Members**

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Journal of the National Education Association ,1913 N.E.A. Bulletin National Education Association of the United States,1917 **Today's Education** National Education Association of the United States,1915

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web harmful bacteria examples include streptococcus bacteria that cause strep throat staphylococcus bacteria that cause staph infections escherichia coli bacteria that cause e coli infections these bacteria are the most common germs responsible for septicemia or blood poisoning this infection occurs when bacteria enter your bloodstream