

# Unit Planner: Independent Reading

## 8<sup>th</sup> Grade Reading

### Unit of Study

#### Overarching Questions and Enduring Understandings

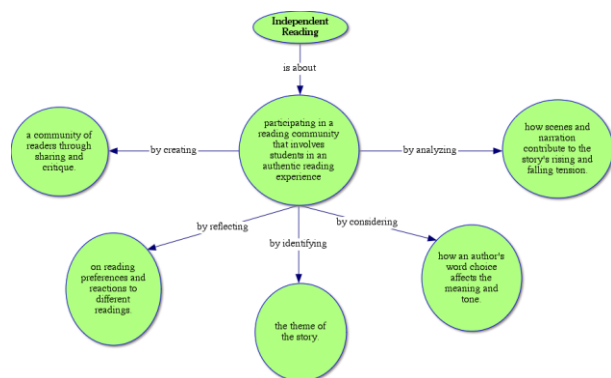
##### Overarching Question

In what ways can independent reading be used to emphasize interactions between readers and texts?

##### Enduring Understandings

The independent reading workshop provides a systematic method to support students as they read on their own. Students will learn to organize their thinking through the use of reading-strategy tools, kept in reading folders. Teachers begin each session with a mini-lesson that targets a specific reading skill or strategy. Students are then encouraged to silently read books of their own choosing while the teacher monitors and confers with individuals. At the closure of each session, students share in partnerships or whole-group discussions to identify strategies and their new learning.

#### Graphic Organizer



#### Graphic Organizer

#### Unit Abstract

Students participate in a reading workshop that hones independent reading skills through brief, specific lessons; teacher and student models; and thinking activities. Looking at important aspects of narratives and reading strategies, the students learn the academic and social importance of independent reading, employing the selected tools and instruction. The unit emphasizes interaction between readers and texts; readers learn to connect with characters, infer their motivations, notice how plotlines develop, and determine themes. The unit encourages students to recognize reading comprehension. One of the goals of this unit is to include a combination of teacher and peer conversations, helping to develop reader independence and students' identities as readers. This unit emphasizes reading volume and stamina; students will track how much and how long they read. Finally, the strength of this unit is to use the reading-strategy tools so that even those who are reluctant find themselves to be successful readers.

#### Content Expectations/Standards

**MI: English Language Arts 6-12**

**MI: Grade 8**

##### Reading: Literature

##### Key Ideas and Details

**1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the

#### Unit Level Standards

While the information contained here is not related to Unit Level Standards, important information related to UDL is included for your reference.

##### What is Universal Design for Learning (UDL)?

UDL is a research-based framework that focuses on proactive design and delivery of curriculum, instruction and assessment. UDL provides opportunities for every student to learn and show what they know, with high expectations for all learners.

Each student learns in a unique manner so a one-size-fits-all approach is not effective. UDL principles create options for how

text says explicitly as well as inferences drawn from the text.

**2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.**

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.

**3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.**

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**

**4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

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.

**Range of Reading and Level of Text Complexity**

**10. Read and comprehend complex literary and informational texts independently and proficiently.**

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.

**Writing**

**Range of Writing**

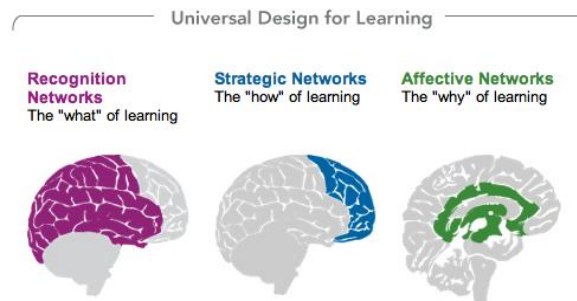
**10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.**

W.8.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)

**Speaking & Listening**

instruction is presented, how students express their ideas, and how teachers can engage students in their learning. (NY DOE)

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[UDL](#)

[Universal Design for Learning](#)

## Comprehension and Collaboration

**1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.**

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

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## Essential/Focus Questions

1. How do I see myself as a reader?
2. How do readers select captivating books to engage with?
3. What effect does an author's word choice have on the reader?
4. Why is it important to understand various character points of view while reading?
5. How does character conflict shape the whole of a story?
6. Why are scenes and narration such important driving factors for rising and falling tensions within a storyline?
7. Why are scenes and narration such important driving factors for rising and falling tensions within a storyline?
8. How do you determine what the theme of a novel is?
9. What are the key elements to a book critique?
10. How do readers use the information in a book critique or review to make decisions about choosing their next book to read?

## Key Concepts

conflict  
critique  
dialogue  
"Just Right" books  
narration  
perspective  
plot  
point-of-view  
scenes  
setting  
tension  
theme  
tone  
word choice

## Assessment Tasks

### Pre-Unit Assessment Task

Have students complete a quick review of a book that they have recently read. They are to include a short summary of the book as well as their opinion of the story. Store in reading folders so that students can track their learning progression from unit start to unit completion. A question for the students to keep in mind as they are writing is, "Why did I choose this book?"

### Mid-Unit Assessment Task

## Intellectual Processes

Exploring genre elements and structures  
Identifying as readers  
Interacting with texts  
Self-monitoring

Spot check all reading folders and hold conversations with groups of students to ensure comprehension of assignments. Students should have a wide variety of reading tools gathered and completed within their reading folders. As teacher, you should notice shifts in student thinking. Encourage all readers to continue on a thoughtful path, noticing explicit details about texts and how stories are woven into pieces of literature.

### Post-Unit Assessment Task

Using the reading knowledge collected during the course of this unit, students will write a critique of their independent reading novels. Students will include a summary of the story, opinions on the story, and the theme, without giving the end away. In addition, students will be reading each other's final critiques to make a decision about what book to read next. This summative task is threefold; students will be writing, sharing, and making an educated choice.

[Independent Reading.8.Book Critique 1.pdf](#)

[Independent Reading.8.Book Critique 2.pdf](#)

[Independent Reading.8.Book Critique 3.pdf](#)


### Lesson Sequence


[Independent Reading Lesson Packet](#)

### Resources

#### Web Resources

Page with book recommendations:

 <http://bellaonbooks.wordpress.com/2011/01/05/middle-school-students-book-reviews/>

Lesesne, Teri. *Reading Ladders: Leading Students From Where They Are to Where We'd Like Them to Be*. Accessed online, May 8, 2014. 

<http://lesesneseminar.pbworks.com/w/page/16450439/FrontPage>

#### Print Resources

[Detroit Pistons Point of View Video](#)

[Oakland Schools Literacy Website](#)

[Middle School Booklist for Independent Reading Unit](#)