

**8<sup>th</sup> Grade EXPLORE Integrated Learning Activities** Week of: \_\_\_\_\_

Teacher: \_\_\_\_\_

**READING LITERATURE**

This Week's Focus	<i>Preview, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
<b>Comprehension</b> ILS1B: Read strategically ILS1C: Interpret Literature  <b>Common Core Priority CR1:</b> Answer questions with evidence—cite text  <b>This week's reading:</b>  <b>genre:</b>  <b>Skill/Strategy Emphasis:</b>  <b>EXPLORE LINK:</b> Note exemplary use of punctuation Infer word meaning (CCR4)	T: I DO Model how to use this week's focus skill/strategy Guide student activity  S: WE DO ___ whole group ___ Small group  CORE LEVEL:     <b>ADVANCED LEVEL:</b>     YOU DO—Take it Farther ___ Pair/Share ___ Individual  Check for Understanding: ___ write what you learned ___ Pair/Compare _____	T: I DO Model how to use this week's focus skill/strategy with a different part of text or another passage  S: WE DO ___ whole group ___ Small group  CORE LEVEL:     <b>ADVANCED LEVEL:</b>     YOU DO—Take it Farther ___ Pair/Share ___ Individual  Check for Understanding: ___ write what you learned ___ Pair/Compare _____	T: I DO Clarify the focus of the week by demonstrating with a graphic organizer.  S: WE DO ___ whole group ___ Small group  CORE LEVEL:     <b>ADVANCED LEVEL:</b>     YOU DO—Take it Farther ___ Pair/Share ___ Individual  Check for Understanding: ___ write what you learned ___ Pair/Compare _____	S: Status check—formative assessment—students apply the skill/strategy to unfamiliar text. ___ graphic organizer ___ constructed response questions ___ concise extended response _____  Teacher circulates and checks student status as they complete the task.  Students can pair and compare but first they should work independently.  T: I DO clarify based on how they respond to the assessment.  S: Students who need support: ___ demonstrate—with graphic organizer ___ student models ___ "think out loud" with the next part of the text or another text _____  <b>S: ADVANCED</b> ___ analyze the writer's techniques—how did the writer help you "see" what was happening ___ write an extended response question based on the reading and give your question to another student.	T: I DO Guides students needing support— ___ use graphic organizer to clarify ___ think out loud with student(s) ___ apply same skill/strategy with an easier text ___ make step-by-step guide with student on how to use the skill/strategy _____  S: <b>ADVANCED</b> Students who "meet" move to "exceed" by: ___ write an analysis of this week's reading ___ Add a section to this week's text—a sequel or "prequel" ___ Illustrate this week's text with captions that analyze the important events and characters ___ write a guide to using this week's skill ___ make up questions based on this week's skill, exchange, and then check each other's responses _____
<b>HOMEWORK</b> <i>Recommended: students write about reading—including nonfiction.</i>					

**FLUENCY AND WORD KNOWLEDGE**

This Week's Focus	<i>Preview, Model, Interest</i>	<i>Model and Guide</i>	<i>Guide and Go Farther</i>	<i>Assess, Clarify, Advance</i>	<i>Fix, Expand, Finish Well</i>
<b>Fluency Activities</b>  <b>This week's Read Aloud:</b>  genre:	T: I DO Model reading with ___ expression ___ rate ___ diction ___ comprehension ___ punctuation signals  S: YOU DO ___ partner reading ___ choral reading  <b>Advanced level:</b> ___ Use symbols to show parts to emphasize ___ add lines to the reading	T: I DO Model reading with ___ expression ___ rate ___ diction ___ comprehension ___ punctuation  S: YOU DO ___ partner reading ___ choral reading  <b>Advanced level:</b> ___ Use symbols to show parts to emphasize ___ add lines to the reading	T: I DO Model reading with ___ expression ___ rate ___ diction ___ comprehension ___ punctuation signals  S: YOU DO ___ partner reading ___ choral reading  <b>Advanced level:</b> ___ read another selection aloud ___ add lines to the reading	How I'll assess—students will... ___ read to a partner, check for 4 elements— ___ expression ___ rate ___ fluency ___ diction ___ punctuation signals  I'll clarify based on how they respond to the assessment. <b>Examples:</b> ___ List the steps to read with fluency ___ Re-model the fluency ___ student models the fluency ___ reciprocal reading	T: I DO Guides students needing support— ___ <i>guided practice with familiar passage</i> ___ <i>list steps to read with fluency, student demonstrates</i> ___ <i>pair and practice</i>  S: <b>ADVANCED</b> Students who "meet" move to "exceed" ___ model fluency ___ write about this week's read aloud ___ add lines to this week's read-aloud
<b>Word Knowledge ILS1A:</b>  <b>This week's word pattern:</b>  <b>This week's vocabulary—include academic vocabulary; add words students infer from context. (CR4)</b>	T: I DO Model how to recognize and use this week's word pattern.  S: We do—find example in a reading YOU DO—CORE ___ make word chart ___ start word list ___ list examples of this word pattern in readings ___ write with words that show this week's pattern  <b>ADVANCED:</b> ___ Make glossary ___ Write poem with words with this pattern  Check for Understanding: ___ learning summary ___ Pair/Compare ___	T: I DO Model how to recognize and use this week's word pattern (different examples)  S: We do—find example in a reading YOU DO—CORE ___ make word chart ___ start word list ___ list examples of this word pattern in readings ___ write with words that show this week's pattern  <b>ADVANCED:</b> ___ Make glossary ___ Write poem with words with this pattern  Check for Understanding: ___ learning summary ___ Pair/Compare ___	T: I DO Model writing with this week's words.  S: We do—find example in a reading YOU DO—CORE ___ make word chart ___ start word list ___ list examples of this word pattern in readings ___ write with words that show this week's pattern  <b>ADVANCED:</b> ___ Make glossary ___ Write poem with words with this pattern  Check for Understanding: ___ learning summary ___ Pair/Compare ___	How I'll assess—students will... ___ <i>draw pictures to show words</i> ___ <i>write sentences with words of the week</i> ___ <i>make chart of word-meaning</i>  T: I DO I'll clarify based on how they respond to the assessment. ___ demonstrate with different examples ___ "student models"—students share their examples  S: Students <b>who need support:</b> ___ make list of what you need to know to recognize and use these words  <b>ADVANCED</b> ___ write a paragraph or poem including words with this pattern	T: I DO Guides students needing support— ___ <i>match words and pictures</i> ___ <i>draw pictures to show words</i> ___ <i>use words in writing sentences</i> ___ <i>make chart of word-meaning</i>  S: <b>ADVANCED:</b> Students who "meet" move to "exceed" ___ <i>make a glossary</i> ___ <i>make an alphabet booklet or page</i> ___ <i>write a poem, letter, or paragraph with this week's words</i>
<b>Homework</b>					

**SOCIAL SCIENCE Minds-on—Inquire Hands-on—explore Words on—read/write Minds-on—Analyze, Evaluate, Conclude**

This Week's Focus	Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<b>Topic:</b>  <b>BIG QUESTION</b>  <b>Answer questions with EVIDENCE CR1</b>  <b>ILS5A: Read to Learn</b>  <b>SKILL:</b>  This week's reading:  genre: __biography __memoir __article This week's writing:  EXPLORE connection This week's data analysis: __table __graph  Data source:	T: I DO Preview and INTRODUCE THE BIG QUESTION Model how to use this week's skill/strategy with this week's topic.  WE DO: Find examples to support the application of the skill/strategy  S: YOU DO (__pair, __group __individual) Read to Learn __List or draw information. __start glossary of this week's words __start to collect information to answer question  <b>ADVANCED</b> __Make up questions about the topic __illustrate a page in the text  Check for Understanding: __learning summary __Pair/Compare __	T: I DO Re-model how to use this week's skill/strategy to learn about the topic/answer the big question.  WE DO: Find examples of the application of the skill.  S: YOU DO (__pair, __group __individual) Read more to learn more __read independently or with partner to locate information __use graphic organizer to collect information __continue glossary of this week's words  <b>ADVANCED</b> __outline the topic __write a comparison/contrast analysis—first paragraph, similarities, second paragraph, differences  Check for Understanding: __learning summary __Pair/Compare __	T: I DO Use graphic organizer of other visual to show how to organize information.  WE DO: Students provide examples for the graphic organizer.  S: YOU DO (__pair, __group __individual) Organize what you learned __identify important idea and information __complete graphic organizer __write based on graphic organizer __complete glossary of this week's words  <b>ADVANCED</b> __Write extended response __Make up a quiz about the topic  Check for Understanding: __learning summary __Pair/Compare __	How I'll assess— S: __take a short quiz in which they answer questions with evidence __use new or different graphic organizer to clarify what they have learned __write their answer to the big question  T: I DO I'll clarify based on how they respond to the assessment. __use graphic organizer to clarify the topic __Involve students as demonstrators of what was learned  <b>ADVANCED:</b> __Outline a booklet about the topic __Ask another BIG question about the topic and look for information to use in an answer—then write that answer on Friday	T: I DO Guides students needing support— __guide students to use glossary to write about topic __use graphic organizer to collect and clarify the topic  __  <b>S: ADVANCED</b> Students who "meet" move to "exceed" __write booklet about topic __make up quiz about topic, exchange questions—answer with evidence __make display about the topic __use different graphic organizer to explain more about the topic  __
<b>HOMEWORK</b> Recommended Write about this week's learning					

**SCIENCE**

Minds-on—Inquire

Hands-on—explore

Words on—read/write

**Explore****Experiment****Explain****Evaluate****Draw Conclusions: Report with Support**

This Week's Focus	Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<b>Topic:</b>  <b>INQUIRY PROMPT:</b>  <b>ILS5A: Read to Learn SKILL:</b>  <b>Reading resource:</b>  <b>This week's data analysis:</b>  <b>Format:</b> ___table ___graph ___scatter plot ___  <b>Data source:</b>	<b>T: I DO</b> INTRODUCE INQUIRY PROMPT DEMONSTRATE/DO HANDS-ON  Model how to use this week's skill/strategy with this week's topic.  <b>S: WE DO</b> ___Apply strategy with guidance ___Speculate about responses to the inquiry  <b>S: YOU DO</b> (___pair, ___group ___individual)  ___List or draw information. ___start glossary of this week's words ___for <b>science inquiry</b> , formulate questions  <b>ADVANCED</b> ___Make up science quiz ___write science poem	<b>T: I DO</b> CONTINUE INQUIRY PROMPT Re-model how to use this week's skill/strategy.  <b>S: WE DO</b> ___Apply strategy with guidance ___Speculate about responses to the inquiry  <b>S: YOU DO</b> (___pair, ___group ___individual)  ___read independently or with partner to locate information ___use graphic organizer to collect information ___continue glossary of this week's words  <b>ADVANCED</b> ___write article about science topic ___plan a science career relating to this week's topic  <b>Check for Understanding:</b> ___learning summary ___Pair/Compare	<b>T: I DO</b> Use graphic organizer of other visual to show how to organize information.  <b>S: WE DO</b> —Contribute to organizer  <b>S: YOU DO</b> (___pair, ___group ___individual)  ___identify important idea and information ___outline writing about it ___write paragraph about it ___complete glossary of this week's words ___complete graphic organizer  <b>ADVANCED</b> ___write extended response ___make diagram or illustration for science passage  <b>Check for Understanding:</b> ___learning summary ___Pair/Compare	<b>How I'll assess—</b> <b>S:</b> students will... ___take a short quiz in which they answer questions with evidence ___use graphic organizer to clarify what they have learned  ___  <b>T: I DO</b> I'll clarify based on how they respond to the assessment.  ___use graphic organizer to clarify the topic ___Involve students as demonstrators of what was learned  ___  <b>ADVANCED STUDENTS:</b> ___Outline booklet about the topic ___Write a summary of the topic ___Explain the answer to this week's big question—in writing and diagrams  ___	<b>T: I DO</b> Guides students needing support— ___guide students to use glossary to write about topic ___use graphic organizer to collect and clarify the topic  ___  <b>S: ADVANCED</b> Students who "meet" move to "exceed" by ___write booklet about topic ___make up quiz about topic, exchange questions—answer with evidence ___make display about the topic ___use different graphic organizer to explain more about the topic  ___  <b>RECOMMENDED: CULMINATE WITH DEMONSTRATION BY STUDENTS—COULD BE TO ANOTHER CLASS.</b>  <b>This Week's Research Analysis—</b> evaluate the appropriateness of an experiment and the conclusions based on it.  <b>Experiment Source</b> (Can be the students' own experiments).
<b>HOMEWORK</b> <i>Recommended—students write about the science they are learning.</i>					

**WRITING**

This Week's Focus	Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<p>This week's skill/strategy</p> <p><b>Kind of writing (format):</b></p> <p><b>Topic:</b></p> <p><b>EXPLORE Punctuation Plus</b> Students will correct usage of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Period</li> <li><input type="checkbox"/> Comma: series; clause; omitted word</li> <li><input type="checkbox"/> Semi-colon</li> <li><input type="checkbox"/> Colon</li> <li><input type="checkbox"/> Hyphen</li> <li><input type="checkbox"/> Dash</li> <li><input type="checkbox"/> Exclamation point</li> <li><input type="checkbox"/> Question mark</li> <li><input type="checkbox"/> Quotation marks</li> <li><input type="checkbox"/> Apostrophe</li> <li><input type="checkbox"/> Parentheses</li> </ul>	<p>T: I DO Model how to write well with this week's skill/strategy and format</p> <p>TOPIC:</p> <p>S: YOU DO start to use this week's writing. __list __outline __sentence builder</p> <p>ADVANCED Make guide to writing well</p> <p>Check for Understanding: __learning summary __Pair/Compare</p> <p>Punctuation Plus: Today's featured punctuation activity—teacher challenges students to evaluate usage.</p>	<p>T: I DO "Write out loud"—model how to write well with this week's skill/strategy</p> <p>TOPIC:</p> <p>S: YOU DO Write with this week's focus skill/format</p> <p>ADVANCED Make example of how to write well</p> <p>Check for Understanding: __learning summary __Pair/Compare</p> <p>Punctuation Plus: Today's featured punctuation activity—challenge students to evaluate usage</p>	<p>T: I DO Revisit the writing skill and format of the week with student-created example.</p> <p>TOPIC:</p> <p>S: YOU DO Improve this week's writing.</p> <p>ADVANCED Make checklist to make sure this week's skill and prior weeks' skills are all met</p> <p>Check for Understanding: __learning summary __Pair/Compare</p> <p>Punctuation Plus: Today's featured punctuation activity—challenge students to evaluate usage</p>	<p>S: students will... __write with this week's skill and format __edit to correct for this week's skill</p> <p>T: I DO clarify based on how they respond to the assessment. __List the steps to write __Re-model the writing skill __student models the skill</p> <p>ADVANCED: Write how to write—include example and steps you took to write well.</p> <p>Punctuation Plus: Today's featured punctuation activity—ask students to prepare good example.</p>	<p>T: I DO Guides students needing support— __guided practice with shorter selection __list steps to write with this skill/format __pair and practice</p> <p>S: <b>ADVANCED</b> Students who "meet" move to "exceed" __write a guide to writing this way __edit and complete exemplary work __write a passage about a topic they want to explain in a format they like</p> <p>Punctuation Plus: How students will clarify the punctuation rule(s) they learned this week. __my own guide __my best example __how to fix a sentence</p>
<p><b>HOMEWORK</b> Recommended Students write in a variety of formats that they already know—about topic of social studies or science</p>					
<p><b>EXPLORE English/ GRAMMAR:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> verb tense</li> <li><input type="checkbox"/> Subject-verb agreement</li> <li><input type="checkbox"/> Singular and plural nouns</li> <li><input type="checkbox"/> Singular and plural pronouns</li> <li><input type="checkbox"/> Pronoun-antecedent</li> <li><input type="checkbox"/> Singular and plural verbs</li> </ul>	<p>T: I do Demonstrate the correct way</p> <p>S: We do Make up examples/correct others YOU DO: Look for examples in this week's reading</p> <p>Check for understanding: __give example __correct example</p>	<p>T: I do Demonstrate the correct way</p> <p>S: We do Make up or correct examples YOU DO: Look for examples in this week's reading</p> <p>Check for understanding: __give example __correct example</p>	<p>T: I do Demonstrate the correct way</p> <p>S: We do Make up or correct examples YOU DO: Look for examples in this week's reading</p> <p>Check for understanding: __give example __correct example</p>	<p>S: Students will __give examples of this week's grammar __correct error in passage __write with correct grammar</p> <p>T: I DO clarify based on how they respond to assessment— __demonstrate how to locate and correct these errors __"think out loud" when reading to point out correct usage</p> <p><b>Advanced</b> Start a grammar guide to this week's focus.</p>	<p>T: I DO Guides students needing support— __make examples with students __correct errors with students</p> <p>S: <b>ADVANCED</b> Students who "meet" move to "exceed" __complete grammar guide with examples __Make a chart: examples; non-examples</p>

**MATH**

This Week's Focus	Preview, Model, Interest	Model and Guide	Guide and Go Farther	Assess, Clarify, Advance	Fix, Expand, Finish Well
<b>CC Thinking habits</b> 1—make sense of problems and persevere in solving them 2—reason abstractly and quantitatively  This week's skill/strategy:   This week's MATH VOCABULARY:   This week's data analysis feature—Which day  What data	T: I DO Preview week's focus and demonstrate use of focus skill/strategy Guide student activity.  S: WE DO --solve word problem, share strategies  YOU DO __solve word problem with partner or group  <b>ADVANCED:</b> __Create a guide to solving problems with this week's focus __make up problems with this week's focus  Check for Understanding: __learning journal __Pair/Compare __	T: I DO "Think out loud" and demonstrate the skill. Guide student activity  S: WE DO --solve word problem, share strategies  YOU DO __solve word problem with partner or group  <b>ADVANCED:</b> __Create a guide to solving problems with this week's focus __make up problems with this week's focus and/or another focus  Check for Understanding: __learning journal __Pair/Compare __	T: I DO Guide student demonstration(s) of skill. Guide student activity  S: WE DO --solve word problem, share strategies  YOU DO __solve word problem with partner or group  <b>ADVANCED:</b> __Create a guide to solving problems with this week's focus __make up problems with this week's focus and/or another focus  Check for Understanding: __learning journal __Pair/Compare __	How I'll assess— S: students will... __short answer, showing work __extended response—explaining work  _____  T: I DO I'll clarify based on how they respond to the assessment. __re-model the math __play math game __make step-by-step sequence chart  _____  <b>ADVANCED:</b> __Write a guide to using this week's math __Extended response—make exemplary extended response that another student can learn from	T: I DO Guides students needing support— __think out loud __make step by step guide __practice with a partner  _____  <b>S: ADVANCED</b> Students who "meet" move to "exceed" __write a math page/booklet __ask then answer challenging word problems __make up and play math games  _____  Complete the week with a challenging problem—students can solve it during the class or take it home for the week-end.
<b>Homework</b>  <i>Plus—include math problem(s) from prior content as well as current content</i>					