

<p align="center">Middle School Critical Reading Unit One – Engaging Today’s Reader 9 weeks</p>				
Theme	7 th Grade Discovery		8 th Grade Success	
SBG Standards:	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards:	1 – Cite textual evidence 4 – Determine meaning of words 10-Read and comprehend range of text	10 – Write routinely		4c – Meaning of words
Topical Essential Questions:	How and why do readers read?		How do readers enhance their reading skills to achieve their goals?	What strategies and resources do effective readers use to comprehend various texts?
Enduring Understandings:	There are multiple ways to comprehend and engage in literacy experiences relevant to personal interests, goals, everyday life and events.			
Assessments:	Formative		Summative	
	MAP Test STAR Reading Test Vocabulary Inventory Reader’s Response Graphic Organizers: SOAPStone, TP-CASTT, ICEE, Five S-Passage Analysis Cornell Notes Dialectical Journals Conferencing		7th Portfolio	8th Portfolio

<p>Healthy Learning Targets:</p>	<p>I can cite explicit text evidence to support the text claims, as well as personal opinions. (R1) I can use textual evidence to reach a logical conclusion. (R1) I can annotate to determine importance, question, summarize, and make a variety of connections. (R1) I can use word elements, context cues and tone to determine the meaning of words(analogies and allusions - 8) (R4) I can determine the meaning of technical, connotative and figurative language as used by an author. (R4) I can set reading goals for fluency, text complexity and personal growth. (R10) I can respond to reading through writing that is appropriate to the task and purpose. (W4)</p>		
<p>Essential Vocabulary:</p>	<p>Tier Two</p> <ul style="list-style-type: none"> Association Caption Clarify Chronology Trait Criticism Document/Documentation Generalization Interpretation Logic Objective 	<p>Tier Three</p> <ul style="list-style-type: none"> Text Evidence Logical Conclusion Claim Opinion Explicit Fluency Context Clues Analogies Allusions Technical Connotative 	
<p>Recommended Text:</p>	<p>Short Texts</p> <ul style="list-style-type: none"> Articles Essays Sort Stories Poems 	<p>Extended Text</p> <ul style="list-style-type: none"> Excerpt of non-fiction (multiple chapters) Excerpt of fiction (multiple chapters) 	<p>Independent Reading</p> <ul style="list-style-type: none"> 4-5 books or 1,000 pages 50 Challenge option At least 1 fiction and 1 non-fiction At least 1 book within personal lexile band, or on College board reading list

<p align="center">Middle School Critical Reading Unit Two – Readers in the Real World 9 weeks</p>				
Theme:	7th Grade Courage		8th Grade Truth	
SBG Standards:	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
		Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.
Instructional Focus Standards:	2 – determine two or more central ideas 3 – analyze characters/events 8 – delineate / evaluate arguments		1 – prepare and participate 4 – presentation of information	
Topical Essential Questions:	How do readers share ideas?	How do readers determine importance and relevance?		How do readers dialogue about textual findings?
Enduring Understandings:	Texts should be shared and discussed for a variety of purposes to determine the validity, relevance and importance of the text.			
Assessments:	Formative		Summative	
	Reader’s Response Graphic Organizers: SOAPStone, TP-CASTT, ICEE, Five S- Passage Analysis Cornell Notes Dialectical Journals Conferencing STAR Reading Test		7th Grade	8th Grade
			Socratic Seminar	Philosophical Chairs
Healthy Learning Targets:	I can craft an objective summary. (R2) I can present having technology as a support.			

	<p>I can analyze the interaction of both fiction and nonfiction elements.(R2 / R3) I can evaluate the validity of a variety of text types with reasoning. (R8) I can follow the rules and procedures for an academic conversation. (SL1) I can create questions and locate relevant textual evidence for a dialogue. (SL1) I can clearly and effectively express my own ideas and respond to other’s ideas. (SL1 / SL4) I can present information appropriate to task, purpose and audience. (SL4)</p>		
Essential Vocabulary:	Tier Two	Tier Three	
	Parallel Perspective Persuade Relative Resource Significant Synthesize Differentiate Analyze Formulate	Validity Text Types Reasoning Academic Conversation Dialogue Relevant	
Recommended Text:	Short Texts	Extended Text	Independent Reading
	Articles Essays Speeches Readers Theater Poems	1 novel (literature circles or whole class)	4-5 books or 1,000 pages 50 Challenge option At least 1 fiction and 1 non-fiction At least 1 book within personal lexile band, or on College board reading list

Middle School Critical Reading
Unit Three – Reading Relationships
9 weeks

Theme:	7th Grade Perseverance		8th Grade Intentions	
SBG Standards:	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards:	1 – cite textual evidence 2 – determine themes/ideas 3- analyze interactions characters and events 5 – analyze structure	10 – write routinely - summary	1.b – discussion 1.d – acknowledge others	4.c – reference materials 4.d – inferred meaning 5.a – figurative language
Topical Essential Questions:	How do authors’ craft themes?	How do readers recognize the impact point of view has on author’s purpose and structure?	How do individual part(s) of a text contribute to each other and the whole?	
Enduring Understandings:	Structure, point of view, and author’s purpose shape the way a reader interprets a text and an overall theme.			
Assessments:	Formative		Summative	
	Reader’s Response Graphic Organizers: SOAPStone, TP-CASTT, ICEE, Five S- Passage Analysis Cornell Notes Dialectical Journals Conferencing STAR Reading Test		7th	8th
Genre Study			Author Study	

<p>Healthy Learning Targets:</p>	<p>I can determine how a section of a text impacts other parts or the whole text. (R5) I can analyze how multiple texts/authors approach a similar theme / topic. (R9) I can assess how point of view, or purpose, shapes the content and style of a text. (R6) I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. (SL 3)</p>		
<p>Essential Vocabulary:</p>	<p>Tier Two</p> <p>Applicable Verify Justify Denoted Symbolic Equivalent Evaluate Variable Probability Effect/Affect Refute</p>	<p>Tier Three</p> <p>Excerpt Theme Point of View Viewpoint Text Styles Reasoning Rhetoric Rhetorical Appeals</p>	
<p>Recommended Text:</p>	<p>Short Texts</p> <p>Articles Short Stories Poems</p>	<p>Extended Text</p> <p>1 novel (literature circles or whole class)</p>	<p>Independent Reading</p> <p>4-5 books or 1,000 pages 50 Challenge option At least 1 fiction and 1 non-fiction At least 1 book within personal lexile band, or on College board reading list</p>

<p align="center">Middle School Critical Reading Unit Four – Reading Perspectives 9 weeks</p>				
Theme	7 th Grade Local Issues: Community, Family, State		8 th Grade Global Issues: Country, International	
SBG Standards:	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards:	7– compare and contrast multiple mediums 10 – range of reading	8 – gather sources	2 – diverse media formats	
Topical Essential Questions:	What do readers bring to a text?	How does the content of diverse medias impact a reader’s perspective?	How do readers evaluate and integrate what is read, heard, and seen?	
Enduring Understandings:	A reader’s perspective is shaped through the integration and evaluation of a variety of literacy experiences including diverse media formats.			
Assessments:	Formative		Summative	
	Reader’s Response Journals Graphic Organizers: SOAPStone, TP-CASTT, ICEE, Five S-Passage Analysis Cornell Notes Dialectical Journals Conferencing STAR Reading Test		7 th Media Analysis (Local)	8 th Media Analysis (global)
Healthy Learning Targets:	I can integrate and evaluate information presented in multiple medias. (R7/SL2) I can interpret and analyze multiple sources and understand the impact they have on my perspective. (R7) I can read and comprehend a variety of text aligned with my goals. (R10) I can use information from multiple sources to communicate my understanding and various perspectives. (W8)			

Essential Vocabulary:	Tier Two:	Tier Three:	
	Observable Process/Procedure Factors Conclusion Correspondence Identify Theory Principle Emphasize Extract Reflect Bias	Digital Literacy Communicative Literacy Perspective Media Logos Ethos Pathos	
Recommended Text:	Short Texts	Extended Text	Independent Reading
	Articles Essays Public Radio Advertising Images Blogs Social Media Videos		4-5 books or 1,000 pages 50 Challenge option At least 1 fiction and 1 non-fiction At least 1 book within personal lexile band, or on College board reading list