

Middle School Reading Strategies I

Unit One - What Hooks a Reader?

3 weeks

SBG Standards:	Reading - Foundational Skills	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read text with purpose and understanding of print and vocabulary.	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 – Organization and features of print 4 – Read with accuracy and fluency	10-Read and comprehend range of text	10 – Write routinely	1-Prepare and participate	4c – Meaning of words
Topical Essential Questions:	What strategies do effective readers use?		What resources do effective readers use?		
Enduring Understandings:	Readers will use the practice reading cycle and reading response journals.		In order to be a reference user readers use dictionaries, almanacs, encyclopedia, thesaurus, atlas, search engines both print and technology.		
Assessments:	Formative STAR Reading MAP Test Vocabulary Inventory Reader’s Response		Summative Reader’s Journal		
Healthy Learning Targets:	I can actively read and listen for an extended period of time. I can identify “just right” books to read independently. I can create short and long term goals to strengthen my literacy skills. I can identify a variety of text types and define their purpose. I can demonstrate my ability to use a variety of reading strategies: predict, infer, question, summarize, clarify, evaluate and connect.				

Essential Vocabulary:	Tier Two	Tier Three
	Select Develop Gather Critique Compose Identify Recognize Textual Evidence Coherent	Predict Connect Question Visualize Infer Determine Importance Summarize Synthesize Informational Text Argumentative Text Narrative Text Fiction Non-Fiction
Recommended Resources:	Text Types	Recommend Titles

Middle School Reading Strategies I

Unit Two – How do effective readers apply reading strategies to understand text structure?

Reading Application - 6 weeks

SBG Standards:	Reading - Foundational Skills	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read text with purpose and understanding of print and vocabulary.	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:	3 – Phonics and word analysis skills 4 – Read with accuracy and fluency	1 – Cite textual evidence 2 – Determine two or more central ideas 5 – Analyze structure	10 – Reflections	1.b – Individual role 1.c - Question 7 – Analyze main ideas and details	4.a – Context clues
Topical Essential Questions:	How do readers communicate understanding of text with support and evidence?		How do readers identify and use text structures and features?		How do readers infer meaning?
Enduring Understandings:	Readers identify main idea and support using “marking the text” and annotating strategies, reading responses and graphic organizers.		Readers identify the structure and features of a text to understand the author’s purpose using signal words.		Readers use background knowledge and text to draw conclusions and ask questions to determine meaning through close reading.
Assessments:	Formative			Summative	
	Graphic Organizers Double Entry Journals Text Surveys Reading Response Journals Cornell Notes Observation/Conferencing STAR Reading Test			Goal Setting Working Portfolio Conference Text Structure/Feature Assessment Inference Assessment	
Healthy Learning Targets:	I can determine the main ideas and key details of a text. I can locate and determine what text to read for a variety of purposes. I can identify the morphological construction of a word.				

	I can recognize that different texts need different approaches and skills to comprehend the meaning. I can demonstrate my ability to use a variety of reading strategies: predict, infer, question, summarize, clarify, evaluate and connect.	
Essential Vocabulary:	Tier Two	Tier Three
	Affect Capture Clearly Consist of Design Determine Establish Exercise Factor Feature General	Generate Illustrate Indicate Interpret Literal Preclude Prospective Recollection Strategically Subjective/Objective
Recommended Resources:	Text Types	Recommend Titles

Middle School Reading Strategies I

Unit Three – How do effective readers apply reading strategies to understand various genres?
- 9 weeks

SBG Standards:	Reading - Foundational Skills	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read text with purpose and understanding of print and vocabulary.	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:	3 – Phonics and word analysis skills 4 – Read with accuracy and fluency	1 – Cite textual evidence 2 – Determine themes/ideas 3- Analyze interactions characters and events 5 – Analyze structure	10 – Write routinely	1.b – Individual role 1.d – Acknowledge others	4.c – Reference materials 4.d – Inferred meaning 5.a – Figurative language
Topical Essential Questions:	How does my knowledge of word parts help me intentionally identify the meaning of unknown words?	How do readers gain meaning from the elements authors use to identify main ideas/themes?		How do readers demonstrate understanding of multiple genres?	
Enduring Understandings:	Words are made of prefixes, suffixes and roots.	Readers use close reading to identify and analyze what elements an author(s) has used and the impact on the purpose to develop a summary.		Readers will use paired texts to identify the structure and themes of various genres to determine themes and analyze their significance to each other.	
Assessments:	Formative		Summative		
	Sentence Sort into a Summary (R2) Describe how Conditions Impact Choices and Outcomes (R3) Reading Response Journals Annotating the Text Summaries STAR Reading Test		Multiple Choice: Genres, Theme, Text Structures, Elements (R2, 3, 5) Word Parts and context clues (R4) Goal Setting Working Portfolio Conference Multi-Genre Project		
Healthy Learning Targets:	I can annotate to determine importance, question, summarize, and make a variety of connections. I can actively participate in academic conversations about a text. I can use a variety of strategies when I do not understand a word or passage.				

	<p>I can identify relevant evidence to support key ideas and details. I can pose a variety of questions to what I read and hear. I can read aloud fluently. I can demonstrate my ability to use a variety of reading strategies: predict, infer, question, summarize, clarify, evaluate and connect.</p>																	
Essential Vocabulary:	<p>Tier Two</p> <table border="0"> <tr> <td>Aspects</td> <td>Isolate</td> </tr> <tr> <td>Conceivable (inconceivable)</td> <td>Portray</td> </tr> <tr> <td>Consideration</td> <td>Potential</td> </tr> <tr> <td>Differentiate</td> <td>Relate</td> </tr> <tr> <td>Impact</td> <td>Secure</td> </tr> <tr> <td>Imply</td> <td>Sufficient(ly)</td> </tr> <tr> <td>Incorporate</td> <td>Supported by</td> </tr> <tr> <td>Intense</td> <td></td> </tr> </table>	Aspects	Isolate	Conceivable (inconceivable)	Portray	Consideration	Potential	Differentiate	Relate	Impact	Secure	Imply	Sufficient(ly)	Incorporate	Supported by	Intense		<p>Tier Three</p> <p>Prefix Suffix Root / Base Analysis Summary Genres Theme</p>
Aspects	Isolate																	
Conceivable (inconceivable)	Portray																	
Consideration	Potential																	
Differentiate	Relate																	
Impact	Secure																	
Imply	Sufficient(ly)																	
Incorporate	Supported by																	
Intense																		
Recommended Resources:	<p>Text Types</p>	<p>Recommend Titles</p>																

<p align="center">Middle School Reading Strategies I</p> <p align="center">Unit Four – How do effective readers apply reading strategies to research and provide evidence? - 9 weeks</p>					
SBG Standards:	Reading - Foundational Skills	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read text with purpose and understanding of print and vocabulary.	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:	3 – Phonics and word analysis skills 4 – Read with accuracy and fluency	6 – Point of view 7 – Compare and contrast multiple mediums 8 – Evaluate reasoning	9 – Draw evidence	3 – Delineate speaker’s purpose 4 – Present findings	5.b – Word relationships
Topical Essential Questions:	What does a good discussion or dialogue look like?	What is good evidence?		How can you use evidence to support a claim?	
Enduring Understandings:	Good discussions require structure and roles.	Good evidence is valid, credible, reliable and logical to support the ideas and claims.		Evidence is gathered through close reading from multiple sources to support the claim.	
Assessments:	Formative			Summative	
	Close Reading (1/6) Annotate the Text (1/6) Locate Explicit/Implicit Evidence (1/6) C/C Venn diagrams (text to multi-media)(2 authors, same topic) (7) Discussion Bubbles (SL) Socratic Seminars STAR Reading Test			Argumentative Response Multiple Choice / Open Response (explicit/implicit, compare/contrast, claim/evidence, PoV, reasoning/evaluating) Observation of Discussion Rubric	
Healthy Learning Targets:	I can evaluate how an author uses evidence. I can participate in discussions demonstrating a variety of roles. I can clearly express my thoughts and ideas in a written response. I can infer meaning from multiple sources. I can investigate to gain background knowledge from identified key ideas.				

	<p>I can evaluate word relationships and how word choice impacts the text. I can demonstrate my ability to use a variety of reading strategies: predict, infer, question, summarize, clarify, evaluate and connect.</p>	
Essential Vocabulary:	Tier Two:	Tier Three:
	Authority Conditional (unconditional) Contradictory Correlate Credibility Criteria Integrate Notorious Unify	Credibility Collaboration Source Claim Logic Reliable Evidence Dialogue Discussion Generate
Recommended Resources:	Text Types	Recommend Titles

Middle School Reading Strategies I
 Unit Five – How do effective readers analyze using multiple texts?
 - 9 weeks

SBG Standards:	Reading - Foundational Skills	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read text with purpose and understanding of print and vocabulary.	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:	3 – Phonics and word analysis skills 4 – Read with accuracy and fluency	1 – Cite textual evidence 2 – Draw inference 6- Point of view 9 – Analyze two or more authors		1.c – Questioning 6 – Adapt speech	
Topical Essential Questions:	How can diverse texts help me as a reader analyze multi-perspectives from vast and conflicting viewpoints?		How can a reader compare and contrast a topic presented in diverse formats?	How can a reader analyze a situation from multiple texts?	
Enduring Understandings:	Readers need to understand the impact of point of view and lenses to gather background information and content from text to come to their own conclusion.		Readers can use graphic organizers to identify commonalities and differences in diverse formats to draw conclusions and understand the author’s purpose.	Readers can use close reading to gain more information by using multiple texts on the same idea/theme.	
Assessments:	Formative			Summative	
	STAR Reading Test MAP Testing Text Analysis Blogs/Discussion STAR Reading Test			Post-test Vocabulary Text Analysis	

<p>Healthy Learning Targets:</p>	<p>I can reflect on my literacy goals and establish an action plan for continued growth. I can clearly express my thoughts and ideas in a written response. I can synthesize meaning from a variety of sources. I can read appropriate text fluently. I can use a variety of graphic organizers to understand the key ideas and details of a text. I can demonstrate my ability to use a variety of reading strategies: predict, infer, question, summarize, clarify, evaluate and connect.</p>	
<p>Essential Vocabulary:</p>	<p>Tier Two: Articulate Assertive(ly) Exclusive Influence Inquire Maturity Phase Reserve Resulting in Rigid</p>	<p>Tier Three: Perspective Point of view Author’s purpose Viewpoint Theme Format Illustrate</p>
<p>Recommended Resources:</p>	<p>Text Types</p>	<p>Recommend Titles</p>