Middle School Reading Strategies II
Unit One - What Hooks a Reader?
3 weeks

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:	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		Summative	
	STAR Reading Test MAP Test Vocabulary Inventory Reader's Response Journals		Reader's Response/Journal	
Healthy Learning Targets:	I can explore vocabulary identifying or checking meaning through root word, affixes, synonyms, and antonyms. I can use a variety of reading strategies during my reading. I can identify appropriate text to read independently. I can summarize from a variety of text types to identify the key idea and purpose. I can create goals to strengthen my literacy skills.			

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 II
Unit Two – How do effective readers apply reading strategies to understand text structure?
Reading Application - 6 weeks

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 two or more central ideas 5 – Analyze structure	10 - Reflections	1.b – Individual role 1.c - Questioning 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 reread text to modify and deepen my comprehension. I can question a text to clarify my understanding and gain knowledge. I can interpret vocabulary by using context clues and word parts. I can recognize various text features and explain their purpose.			

	I can demonstrate my literal understanding of a text through written tasks. I can use book reviews to select and recommend texts for my own reading and to others.			
Essential Vocabulary:	**Tier Two**		**Tier Three**	
	Affect Capture Clearly Consist of Design Determine Establish Exercise Factor Feature Generally	Generate Illustrate Indicate Interpret Literally Preclude Prospective Recollection Strategically Subjective/objective	Target Audience Message Author's purpose Validity Text Cite Informational Almanac Periodical Feature Article Conclusions Annotate Infer	Quote Chronological Problem / Solution Descriptive Cause / effect Objective summary Quote Page format Viewpoint Influence Signal words Context clues Determine Importance
Recommended Resources:	**Text Types**		**Recommend Titles**	

Middle School Reading Strategies II
Unit Three – How do effective readers apply reading strategies to understand various genres?
- 9 weeks

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 – Individual role 1.d – Acknowledge others	4.c 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 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 draw conclusions from a variety of texts and support these with text evidence. I can select a variety of texts to gain background knowledge about a claim. I can evaluate information from visual and electronic materials. I can increase my vocabulary by manipulating word parts. I can make valid connections between prior knowledge and the text to construct meaning.

	I can analyze the ideas and details of a variety of genres. I can analyze both fiction and non-fiction elements.		
Essential Vocabulary:	**Tier Two**		**Tier Three**
	Aspects Conceivable (inconceivable) Consideration Differentiate Impact Imply Incorporate Intense	Isolate Portray Potential Relate Secure Sufficient(ly) Supported by	Prefix Suffix Root / Base Analysis Summary Genres Theme
Recommended Resources:	**Text Types**		**Recommend Titles**

Middle School Reading Strategies II
Unit Four – How do effective readers apply reading strategies to research and provide evidence ?
- 9 weeks

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:	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) Locating 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 actively participate in discussion through different roles. I can recognize and purpose favorite authors and genres. I can analyze the validity of a text. I can provide an interpretation of author's purpose. I can analyze issues from my reading and how it relates to current or past issues.	

	I can demonstrate my implicit understanding of a text through written tasks. I can gather and identify text evidence on a key idea.	
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 II
Unit Five – How do effective readers analyze using multiple texts?
- 9 weeks

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 – Draw inference 6- Point of view 9 – Analyze two or more authors		1.c – Questioning 2 – Analyze media 6 – Adapt speech	6 – Gather vocabulary
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	Post-test Vocabulary Text Analysis

Healthy Learning Targets:	I can read fluently, adjusting intonation and pace to fit the purpose. I can select and read appropriate text to perform a task for real life. I can recognize the importance of reading and create an action plan to sustain my skills. I can explain the unique contribution reading adds to the process of thinking and self-development. I can fluently and use self-assessment to monitor my progress and set goals. I understand how my viewpoint impacts my comprehension of a text.

	I can use graphic organizers to decipher a text's purpose.	
Essential Vocabulary:	**Tier Two:**	**Tier Three:**
	Articulate Assertive(ly) Exclusive Influence Inquire Maturity Phase Reserve Resulting in Rigid	Perspective Point of View Author's Purpose Viewpoint Theme Format Illustrate Intonation
Recommended Resources:	**Text Types**	**Recommend Titles**