

Tier I: Reading Course Curriculum Map

Last Updated: 4/14/2008

Time Frame	Objective (s)	Essential Questions	Content and Skills	Assessments	Possible Instructional Activities	Materials/Resources
<p>Suggested sequence: Q1—1 Suggested scope: 1 week</p>	<p>1.a. Students will understand that reading is an interactive process that includes metacognition. 1.b. Students will understand that reading is a skill that must be practiced. 6. Instructor will assess reading levels and interests of students to direct needs-based individualized instruction.</p>	<p>Why do we read? How do we read? How do we become better readers?</p> <p><i>Specific Text Question:</i> What does the author want me to know from this text? How can I tell?</p>	<ul style="list-style-type: none"> • Reading as a skill • Reading habits • Introduction to before, during, and after comprehension strategies 	<p>Metacognitive Awareness of Reading Strategies Inventory (MARS) <u>or</u> Think-Along Passage (TAPs)</p> <p>Reading Habits Survey</p>	<ol style="list-style-type: none"> a. Use an analogy comparing reading to any skill b. Discuss assessment results and identify strategies c. See <i>Reading Reasons</i>: NAEP 	<p><i>Nine Good Habits for All Readers</i> (UMS, FHMS) <i>Read for Real</i> (WHMS) <i>Reader's Handbook</i> (ERMS, UMS, MJMS, CVMS, SRMS, IHMS) <i>Reading for Information</i> (FHMS) <i>Daybook</i> (MJMS) <i>Scooter's Classroom Package</i> (FHMS) MARS TAPS Survey of Reading Habits <i>Reading Reasons</i></p>

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<p>Suggested sequence: Q1—2 Suggested scope: 1 week</p>	<p>3.a. Students will demonstrate effective reading of informational texts, including textbooks, advertisements, posters, newspapers, magazines, and websites.</p>	<p>How do textbooks organize and communicate information?</p> <p>How can understanding textbook features make books easier to understand?</p>	<p>Overview of external features of textbooks:</p> <ul style="list-style-type: none"> • Pictures and captions • Footnotes • Sidebars • Index • Table of contents • Maps/graphs/charts • Bullet points • Bold/italic words • Highlighted words • Headings, titles, subtitles • Color • Preview/summary/abstract 	<p>Text Treasure Hunt (using a content-area textbook)</p>	<p>a. See Sample Lesson Q1-2 Reading a Textbook vs. Reading a Novel</p> <p>b. See Sample Lesson Q1-2 Textbook Feature Treasure</p> <p>c. See <i>Successful Strategies for Reading in the Content Areas (SSRCA)</i>—"Skill 8: Using Parts of the Book"</p>	<p>Content-area textbooks (<i>not literature textbooks or anthologies</i>).</p> <p><i>Nine Good Habits for All Readers</i> (UMS, FHMS)</p> <p><i>Read for Real</i> (WHMS)</p> <p><i>Reader's Handbook</i> (ERMS, UMS, MJMS, CVMS, SRMS, IHMS)</p> <p><i>Reading for Information</i> (FHMS)</p> <p><i>Critical Reading Series</i> (MJMS, SRMS, UMS, IHMS)</p> <p><i>Real Life Reading: Chapter 4</i> (MJMS)</p> <p><i>Be a Better Reader: Chapter 3</i> (MJMS)</p> <p><i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q1—3 Suggested scope: 1 weeks</p>	<p>3.a.i. Students will identify the purposes of reading specific types of texts and how to use the texts accordingly. 3.a.ii. Students will understand and identify external text features and internal text structures.</p>	<p>How do textbooks communicate information?</p> <p>How can understanding text features make books easier to understand?</p>	<p>Reading maps, timelines, and illustrations in <u>history</u>:</p> <ul style="list-style-type: none"> • Title • Key • Direction • Scale • Compass rose • Latitude/longitude • Start date/end date • Key events <p>Reading illustrations and charts in <u>science</u>:</p> <ul style="list-style-type: none"> • Horizontal and vertical (x and y) axis • Captions • Units of measure • Range • Labels <p>Language of content (see <i>Resource section for possible academic word list</i>)</p>	<p>Student-labeled Textbook Page (for external text features)</p>	<p>a. See SSRCA—"Skill 4: Developing Vocabulary"</p> <p>b. See SSRCA—"Skill 7: Using Text Organizers"</p>	<p>Students' history and/or science books <i>Read for Real</i> (WHMS) <i>Reader's Handbook</i> (ERMS, UMS, MJMS, CVMS, SRMS, IHMS) <i>Be a Better Reader: Chapter 11-12</i> (MJMS) <i>Breakthroughs in Social Studies and Science</i> (IHMS) <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q1—4 Suggested scope: 2 weeks</p>	<p>3.a.i. Students will identify the purposes of reading specific types of texts and how to use the texts accordingly. 3.a.ii. Students will understand and identify external text features and internal text structures.</p>	<p>How do textbooks communicate information? How can understanding text structures make books easier to understand?</p>	<p>Internal text features for <u>science</u> and <u>history</u>:</p> <ul style="list-style-type: none"> • Sequence (steps) • Cause and effect • Classification • Description • Chronology (time-specific) <p>Purpose of reading</p> <p>Cue words for internal text structures</p> <p>Note-taking skills (Graphic organizers)</p>	<p>Text Structure Identification Page</p> <p>Student-Chosen Graphic Organizer for Note-taking</p> <p>Create text-type book (summative: see Q1-7).</p>	<p>a. Compare and contrast sequence and chronology. b. See Sample Lesson Q1-4 Text Structure Chart c. See SSRCA—"Skill 6: Structural Patterns" d. See SSRCA—"Skill 10: Setting the Purpose"</p>	<p><i>Read for Real</i> (WHMS) <i>Reader's Handbook</i> (ERMS, UMS, MJMS, CVMS, SRMS, IHMS) <i>Life Skills Series</i> (SRMS) <i>Six-Way Paragraphs in Content Areas</i> (MJMS, IHMS, SJMS) <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q1—5 Suggested scope: 1 week</p>	<p>2.c. Students will understand what barriers occur while reading and identify strategies to improve their reading and reading focus.</p>	<p>How do I know when I am not understanding what I am reading?</p> <p>What can I do when I am not reading effectively?</p>	<p>Signals of confusion</p> <ul style="list-style-type: none"> • Voices stop • Camera stops • Mind wanders • Not recalling what was just read • Not finding answers to questions <p>Introduction to fix-it strategies:</p> <ul style="list-style-type: none"> • When and Why <ul style="list-style-type: none"> ○ Notice a breakdown in understanding and applying a comprehension strategy in order to understand • How <ul style="list-style-type: none"> ○ Make a relevant connection ○ Make a prediction ○ Stop and think ○ Ask a question ○ Reflect in writing ○ Visualize ○ Retell ○ Reread ○ Notice patterns in text structure ○ Change pace 	<p>Metacognitive Flow-Chart</p>	<ol style="list-style-type: none"> a. See Materials Q1-5 Metacognitive Flowchart b. Picture map students' reading activity c. See Sample Lesson Q1-5 Fix-Up Strategies 	<p>Individual textbooks students most challenging text used in content classes.</p> <p><i>Nine Good Habits for All Readers</i> (UMS, FHMS)</p> <p><i>Reader's Handbook</i> (ERMS, UMS, MJMS, CVMS, SRMS, IHMS)</p>

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<p>Suggested sequence: Q1—6 Suggested scope: 1-2 weeks</p>	<p>3.a.i. Students will identify the purposes of reading specific types of texts and how to use the texts accordingly. 3.a.ii. Students will understand and identify external text features and internal text structures.</p>	<p>How does my math textbook use external and internal text features?</p>	<p>Identifying four parts of math texts:</p> <ul style="list-style-type: none"> • Opening explanation • Sample • Visual • Practice/exercises <p>Reading charts and graphs in <u>math</u>:</p> <ul style="list-style-type: none"> • Horizontal and vertical (x and y) axis • Captions • Units of measure • Range • Labels <p>Recognizing internal text features for <u>math</u>:</p> <ul style="list-style-type: none"> • Sequence (steps) • Question and answer • Problem solution <p>Purpose of reading</p> <p>Cue words for internal text structures</p> <p>Note-taking skills (Graphic organizers)</p> <p>Language of content</p>	<p>Student-labeled Math Textbook (for four parts)</p> <p>Student-Chosen Graphic Organizer for Note-taking</p> <p>Create text-type book (summative: see Q1-7).</p>	<p>a. See Sample Q1-6 Four Parts of a Math Textbook</p> <p>b. Make Your Own Glossary</p> <p>c. See SSRCA—"Skill 4: Developing Vocabulary"</p>	<p>Student Materials: Students math textbooks <i>Reader's Handbook</i> (ERMS, UMS, MJMS, CVMS, SRMS, IHMS) <i>Be a Better Reader: Chapter 13</i> (MJMS) <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q1—7 Suggested scope: 1-2 weeks</p>	<p>Review and re-teaching 3.a.ii. Students will understand and identify external text features and internal text structures.</p>	<p>How can I show what I have learned about expository text types?</p>	<p>Students will create their own text type books, using topics of their choice.</p>	<p>Text-type book Presentations</p>	<p>See Sample Q1-7 Resource Student-created Text-type Book</p> <ul style="list-style-type: none"> • The book will be on a topic of the student's choosing, and each page will fit that topic. • The book will include the following external text features: cover, dedication page, title page, table of contents, pictures, captions, bold words, and at least one map, chart, or graph. • The book will include one page each organized by the following text types: description, sequence or chronology, compare/contrast, problem/solution, cause/effect, and question/answer. • The book may also include the following optional features for extra credit: glossary of bold words, about the author page, or decorated back cover. 	<p>Graphic organizers for each text type Instructions for text type book</p>

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<p>Suggested sequence: Q2—1 Suggested scope: 2 weeks</p>	<p>2.a. Students will demonstrate the declarative, procedural and conditional knowledge of each of the comprehension strategies below: i. Students will be able to create literal, interpretive, inferential and evaluative questions.</p>	<p>How, when and why do we ask questions?</p>	<p>Why?</p> <ul style="list-style-type: none"> • Natural curiosity • Helps us to focus and find answers • Promotes change and creates improvement <p>When?</p> <ul style="list-style-type: none"> • Constantly • Before, during, after reading <p>What?</p> <ul style="list-style-type: none"> • literal, interpretive, inferential and evaluative • source validity—critical questioning <p>How?</p> <ul style="list-style-type: none"> • Create questions for chosen inquiry topic: <ul style="list-style-type: none"> ○ “I wonder...” statements ○ What if....? • Questioning the Author 	<p>Student-created “What, Why, When and How Chart”</p> <p>Observation of comprehension-appropriate questions</p>	<ol style="list-style-type: none"> a. Types of questions: literal, interpretive, inferential, and evaluative b. Ways of forming questions: thick and thin; Blooms taxonomy; QAR; in, on, and between the lines c. See Sample Lesson Q2-1 Questioning the Author for source validity d. See Materials Q2-1 Question Generator e. Students generate a topic of interest and a list of inquiry questions about that topic. They will find answers from this quarter’s studied sources (newspapers, magazines, and websites). f. See SSRCA—“Skill 11: Questioning” 	<p><i>Nine Good Habits for All Readers</i> (UMS, FHMS) <i>Reader’s Handbook</i> (ERMS, UMS, MJMS, CVMS, SRMS, IHMS) <i>Specific Skill Series</i> (WHMS) <i>Reading and Writing Sourcebook</i> (IHMS, OHMS) <i>Improving Comprehension with Questioning the Author</i> <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q2—2 Suggested scope: 1 week</p>	<p>3.a. Students will demonstrate effective reading of informational texts, including textbooks, advertisements, posters, newspapers, magazines, and websites. iii. Students will be able to evaluate content for validity and usefulness.</p>	<p>How can I become a critical and effective reader of advertisements and posters?</p>	<p>Practice with various types of posters: school announcements, billboards, movie posters, election campaign posters, etc.</p> <p>Understanding of various formats of advertisements: television, radio, print, Internet</p> <p>Introduce persuasive techniques</p>	<p>Student-created Advertisements (utilizing persuasive techniques)</p>	<p>a. See Sample Lesson Q2-2 Critical Media Literacy b. Introduction to source validity</p>	<p>Examples of different kinds of posters and advertisements <i>Real Life Readings:</i> Chapter 1, 6 (MJMS)</p>

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<p>Suggested sequence: Q2—3 Suggested scope: 1 week</p>	<p>2.a. Students will demonstrate the declarative, procedural and conditional knowledge of each of the comprehension strategies below: ii. Students will be able to determine what is most important in a piece of text.</p>	<p>How do I decide what is most important in a piece of text?</p> <p>How will determining importance help me to become a better reader?</p>	<p>Why?</p> <ul style="list-style-type: none"> • Helps to discover the main idea • Do not have to memorize entire passages when studying • Helps to summarize <p>When?</p> <ul style="list-style-type: none"> • During and after reading <p>What?</p> <ul style="list-style-type: none"> • Separates main idea from supporting details • Separates what is important from what is interesting <p>How?</p> <ul style="list-style-type: none"> • Through note-taking • By recognizing text types • By applying appropriate graphic organizers 	<p>Student-created “What, Why, When and How Chart”</p>	<ol style="list-style-type: none"> a. See Sample Lesson Q2-3 Determining Importance b. Identifying main idea vs. supporting details c. Separating important from interesting information d. Practice note-taking skills e. Review of text types and their corresponding graphic organizers f. See SSRCA—Skill 1: Main Idea and Supporting Details 	<p><i>Reader’s Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) <i>Scholastic Scope Magazine</i> (SJMS, MJMS, SRMS) <i>READ Magazine</i> (UMS, CVMS, ERMS, OHMS, WHMS, SRMS) <i>Scholastic Action Magazine</i> (SJMS) <i>National Geographic Explorer</i> (SJMS, ERMS) <i>Teen Newsweek</i> (ERMS) <i>Reading Advantage EZines</i> (FHMS) <i>Be a Better Reader: Chapter 5 and 7</i> (MJMS) <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q2—4 Suggested scope: 1 week</p>	<p>3.a. Students will demonstrate effective reading of informational texts, including textbooks, advertisements, posters, newspapers, magazines, and websites. iii. Students will be able to evaluate content for validity and usefulness.</p>	<p>How can I become a critical and effective reader of newspapers?</p>	<p>External features of newspapers:</p> <ul style="list-style-type: none"> • headlines • datelines • bylines • sections • table of contents • masthead • columns • photos and captions • political cartoons • comic strips • advertisements • classified ads • page numbers • announcements: obituaries, weddings, etc. <p>Internal structures of newspapers:</p> <ul style="list-style-type: none"> • written in “inverted pyramid” • answers five Ws • includes fact and/or opinion 	<p>Newspaper Scavenger Hunt</p> <p>Student-Labeled Newspaper (for external features)</p> <p>Complete Exit Slip: WHAT information did you find in the newspaper? WHERE did you find it? HOW did you find it?</p> <p>Rewritten fairy tale using internal structure of “inverted pyramid” that answers the five Ws.</p>	<p>a. Researching inquiry topic</p> <p>b. Newspaper External Feature Identification Activity using a variety of newspapers.</p> <p>c. See Sample Lesson Q2-4 Newspaper Scavenger Hunt</p> <p>d. See Sample Lesson Q2-4 Internal Structure of Newspaper</p> <p>e. See <i>SSRCA</i>—“Skill 5: Author’s Point of View”</p>	<p>Copies of newspapers <i>Reader’s Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) <i>Real Life Reading: Chapter 5</i> (MJMS) <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q2—5 Suggested scope: 1 week</p>	<p>2.a. Students will demonstrate the declarative, procedural and conditional knowledge of each of the comprehension strategies below: iii. Students will be able to effectively summarize a piece of text.</p>	<p>How do I effectively summarize a piece of text? How will summarizing skills help me to become a better reader?</p>	<p>Why? • Helps in discovering the main idea • Do not have to memorize entire passages when studying • Helps avoid plagiarism when researching</p> <p>When? • During and after reading</p> <p>What? • Condensing a piece of text into the big ideas</p> <p>How? • First step: “get it” or comprehend the text • Second step: determine what is most important • Third step: generalize</p>	<p>Student-created “What, Why, When and How Chart”</p> <p>Observation comprehension-appropriate summaries.</p>	<p>a. Compare and contrast the following: summarize, retell, and paraphrase b. See Sample Practice Lesson Q2-5 Tarzan Talk/Jane Talk c. See Sample Practice Lesson Q2-5 GIST d. See Materials Q2-5 Summary Self-Assessment e. “Buying” words f. See SSRCA—“Skill 2: Summarizing and Paraphrasing”</p>	<p><i>Nine Good Habits for All Readers</i> (UMS, FHMS) <i>Reading and Writing Sourcebook</i> (IHMS, OHMS) <i>Six-Way Paragraphs in Content Area</i> (MJMS, IHMS, SJMS) <i>Be a Better Reader: Chapter 4 and 6</i> (MJMS) <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q2—6 Suggested scope: 1 week</p>	<p>3.a. Students will demonstrate effective reading of informational texts, including textbooks, advertisements, posters, newspapers, magazines, and websites. iii. Students will be able to evaluate content for validity and usefulness.</p>	<p>How can I become a critical and effective reader of magazines?</p>	<p>External features of magazines:</p> <ul style="list-style-type: none"> • titles • bylines • sections • table of contents • columns • photos and captions • advertisements <p>Internal features of magazines:</p> <ul style="list-style-type: none"> • can be narrative or expository • can be fact or opinion • can use the text types • content is dependent upon the intended audience 	<p>Student-Labeled Magazine (for external features)</p> <p>Complete Exit Slip: WHAT information did you find in the magazine? WHERE did you find it? HOW did you find it?</p> <p>Write-up of peer interview incorporating magazine's external features and internal structures</p>	<p>a. Treasure hunt through various magazines for all of the internal text structures</p> <p>b. Determine the audience for various magazines</p> <p>c. Review of source validity</p> <p>d. Work on researching inquiry topic</p> <p>e. Search for Online Magazines</p> <p>f. See SSRCA—"Skill 5: Author's Point of View"</p> <p>g. See Sample Lesson Q2-6 Reading and Writing Interviews</p>	<p><i>Reader's Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) <i>Scholastic Scope Magazine</i> (SJMS, MJMS, SRMS) <i>READ Magazine</i> (UMS, CVMS, ERMS, OHMS, WHMS, SRMS) <i>Scholastic Action Magazine</i> (SJMS) <i>National Geographic Explorer</i> (SJMS, ERMS) <i>Teen Newsweek</i> (ERMS) <i>Reading Advantage EZines</i> (FHMS) <i>Successful Strategies for Reading in the Content Areas</i> Various school and real-world magazines</p>

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<p>Suggested sequence: Q2—7 Suggested scope: 1 week</p>	<p>3.a. Students will demonstrate effective reading of informational texts, including textbooks, advertisements, posters, newspapers, magazines, and websites. iii. Students will be able to evaluate content for validity and usefulness.</p>	<p>How can I become a critical and effective reader of websites?</p>	<p>Determining the validity of a website:</p> <ul style="list-style-type: none"> • source • when last updates • author • URL (.com, .org, .edu, .gov, etc.) • Readability <p>Skills needed to navigate a website</p> <p>Skills needed to determine what is most important:</p> <ul style="list-style-type: none"> • planning, monitoring, and evaluation • knowing where to look; self regulation • deciding which sites will give me the information I need • ignoring what I don't need to pay attention to (banner advertisements, unrelated content, etc.) 	<p>Website rubrics (see http://school.discovery.com/schrockguide/assess.html)</p>	<ol style="list-style-type: none"> a. Review of source validity b. Introduction to SIRS c. Introduce analogy of the Internet like a highway: Some signs can be ignored and some can't; what needs attention depends on purpose. d. See Sample Lesson Q2-7 Web Navigation e. Work on researching inquiry topic 	<p><i>Internet Research Unit</i> (OHMS) <i>Janet Allen Binder: Tab 12</i> (SRMS) Computers with Internet access</p>

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<p>Suggested sequence: Q2—8 Suggested scope: 1 week</p>	<p>5.a. Students will synthesize and transfer multiple strategies to various independent choices and increasingly challenging texts. 5.b. Students will conduct an inquiry project utilizing studied strategies, as well as various texts. Students will report the results in written and verbal formats.</p>	<p>How can I use the reading strategies and types of informational text I've learned about this quarter to create an inquiry project?</p>	<p>Review of this quarter's reading strategies:</p> <ul style="list-style-type: none"> • Questioning • Determining Importance • Summarizing <p>Review of this quarter's informational texts:</p> <ul style="list-style-type: none"> • Posters and advertisements • Newspapers • Magazines • Websites <p>Synthesis of the above strategies and skills into a final inquiry project</p>	<p>Inquiry Project Presentations (written and/or oral)</p>	<ol style="list-style-type: none"> a. Finish researching inquiry topic b. Differentiated Instruction: Skills needed by some students may be re-taught to small groups while others work on research c. Write results into a presentable format d. Present to class 	<p>Newspapers and magazines Computers with Internet access</p>

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Suggested sequence: Q3—1 Suggested scope: 1 week	4.a. Students will demonstrate understanding of the internal and external structure of narrative text.	How is narrative text different from expository? How are short stories and novels alike and different?	External features of narrative: <ul style="list-style-type: none"> Title Author Chapters Table of contents Prologue/epilogue Internal structures of narrative: <ul style="list-style-type: none"> plot structure characterization theme setting point of view style 	Knowledge Rating on terms related to external features and internal structures	a. See Materials Q3-1 Student Material Index from <www.readwritethink.org> for interactive online tools for identifying elements of fiction b. Have students identify elements of fiction in a cartoon episode (approved and purchased by your school)	<i>Reader's Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) <i>Literature Anthologies Critical Reading Series/Jamestown</i> (MJMS, SRMS, UMS, IHMS, CVMS) <i>Be a Better Reader: Chapter 10</i> (MJMS) Computers with Internet access: www.readwritethink.org to make foldable book pages

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<p>Suggested sequence: Q3—2 Suggested scope: 1 week</p>	<p>2.a. Students will demonstrate the declarative, procedural and conditional knowledge of each of the comprehension strategies below: iv. Students will be able to connect text to schema for effective inferential reading.</p>	<p>What is an inference? How can making inferences improve my reading?</p>	<p>Why? • To “read between the lines” • To find the deeper meaning • To understand the author’s purpose</p> <p>When? • During and after reading</p> <p>What? • Reading between the lines. • Making educated guesses from author’s clues coupled with own schema • Drawing conclusions • Bringing underlying themes to the surface • Identifying present tense (what is happening now?)</p> <p>How? • Ask questions about the text • Think of personal knowledge about the topic • Consider clues in the text • Use background knowledge to draw a logical conclusion</p>	<p>Student-created “What, Why, When and How Chart”</p> <p>Comprehension-appropriate inferences.</p>	<p>Anchor Lessons: a. Cemetery headstones c. See Sample Anchor Lesson Q3-2 Lockers d. Picture Books e. Charades</p> <p>Practice Lessons: f. See Sample Practice Lesson Q3-2 Inferential Reading g. SSRCA—“Skill 9: Making Inferences”</p>	<p><i>Reading and Writing Sourcebook</i> (IHMS, OHMS) <i>Thinking Reader</i> (WHMS) <i>Nine Good Habits</i> (UMS, FHMS) <i>Breakthroughs in Critical Thinking</i> (IHMS) <i>Reader’s Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) <i>Be a Better Reader: Chapter 9</i> (MJMS) Literature Anthologies Graphic Novels Picture Books Short Stories <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q3—3 Suggested scope: 1 week</p>	<p>2.a. Students will demonstrate the declarative, procedural and conditional knowledge of each of the comprehension strategies below: v. Students will be able to make, warrant and confirm/reject text-based predictions.</p>	<p>What is a prediction? How can making predictions improve my reading?</p>	<p>Why? <ul style="list-style-type: none"> Helps readers pay attention to what is happening Forces readers to examine details and notice clues Keeps readers engaged <p>When? <ul style="list-style-type: none"> Before, during and after reading <p>What? <ul style="list-style-type: none"> Examining future tense (what will happen in the future?) Making an educated guess about what is going to happen. <p>How? <ul style="list-style-type: none"> Combine clues from the author and own schema to make an educated guess about what will happen later in the narrative. </p></p></p></p>	<p>Student-created “What, Why, When and How Chart”</p> <p>Comprehension-appropriate predictions.</p>	<p>Anchor Lessons: a. See Sample Anchor Lesson Q3-3 Predicting DRTA b. Picture Books c. Fortune Cookies</p> <p>Practice Lessons: d. See Sample Practice Lesson Q3-3 Predicting with Anticipation Guides e. Quotes out of context f. Story Preview g. Stop and Writes</p>	<p><i>Reading and Writing Sourcebook</i> (IHMS, OHMS) <i>Thinking Reader</i> (WHMS) <i>Nine Good Habits</i> (UMS, FHMS) <i>Breakthroughs in Critical Thinking</i> (IHMS) <i>Reader’s Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) Literature Anthologies Graphic Novels Picture Books Short Stories</p>

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<p>Suggested sequence: Q3—4 Suggested scope: 1 week</p>	<p>2.a. Students will demonstrate the declarative, procedural and conditional knowledge of each of the comprehension strategies below: vi. Students will be able to demonstrate schema and text-based visualizations.</p>	<p>What is visualization? How can visualizing improve my reading?</p>	<p>Why? • Keeps the reader engaged and helps the reader follow the action • Puts the reader in the narrative</p> <p>When? • During and after reading</p> <p>What? • Reader makes a movie in his/her mind while reading • Reader paints a picture of setting or characters in his/her mind</p> <p>How? • Stop and examine the mental picture or movie that the narrative creates</p>	<p>Student-created “What, Why, When and How Chart”</p> <p>Comprehension-appropriate visualizations</p>	<p>Anchor Lessons: a. See Sample Anchor Lesson Q3-4 Predicting with Picture Books</p> <p>Practice Lessons: b. The Creature Project c. Dramatizations d. Art e. See Sample Practice Lesson Q3-4 Visualizing with RAFT f. Total Physical Response g. Sketch to Stretch h. SSRCA—“Skill 12: Visualizing”</p>	<p><i>Reading and Writing Sourcebook</i> (IHMS, OHMS) <i>Thinking Reader</i> (WHMS) <i>Nine Good Habits</i> (UMS, FHMS) <i>Breakthroughs in Critical Thinking</i> (IHMS) <i>Reader’s Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) Literature Anthologies Graphic Novels Picture Books Short Stories <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q3—5 Suggested scope: 1 week</p>	<p>2.a. Students will demonstrate the declarative, procedural and conditional knowledge of each of the comprehension strategies below: vii. Students will be able to make relevant text-to-self, text-to-text, text-to-world connections that enhance comprehension.</p>	<p>What is a relevant connection?</p> <p>How do I make relevant connections?</p> <p>How can making relevant connections improve my reading?</p>	<p>Why?</p> <ul style="list-style-type: none"> • Engages reader more • Helps reader access schema • Provides ways to emotionally respond to narrative • Cements the narrative to memory <p>When?</p> <ul style="list-style-type: none"> • During and after reading <p>What?</p> <ul style="list-style-type: none"> • Text to self, text to world, and text to text connections • Tying the narrative to schema • Respond to the narrative <p>How?</p> <ul style="list-style-type: none"> • Ask “What does this remind me of” during reading, then check to see if it aided comprehension 	<p>Student-created “What, Why, When and How Chart”</p> <p>Comprehension-appropriate connections</p>	<p>Anchor Lessons:</p> <ol style="list-style-type: none"> a. Picture Book b. Ball of string c. Think aloud d. See Sample Anchor Lesson Q3-5 Dissecting a Joke <p>Practice Lessons:</p> <ol style="list-style-type: none"> e. T-chart comparing one text to another f. See Sample Practice Lesson Q3-5 Three Types of Connections g. Compare different versions of stories, i.e., Cinderella h. Graphic organizer i. SSRCA—“Skill 4: Prior Knowledge and Making Connections” 	<p><i>Reading and Writing Sourcebook</i> (IHMS, OHMS) <i>Thinking Reader</i> (WHMS) <i>Nine Good Habits</i> (UMS, FHMS) <i>Breakthroughs in Critical Thinking</i> (IHMS) <i>Reader’s Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) Literature Anthologies Graphic Novels Picture Books Short Stories <i>Successful Strategies for Reading in the Content Areas</i></p>

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<p>Suggested sequence: Q3—6 Suggested scope: 5 weeks</p>	<p>4.c. Students will be able to use effective discussion protocols in pairs, small and whole class discussions. 4.d. Students will effectively respond to and discuss a novel while using the given reading strategies. 5.c. Students will utilize writing to increase comprehension skills.</p>	<p>How can I use discussion to enhance understanding? How can the reading strategies help me read a novel? How does reading response aid the appreciation and understanding of the novel?</p>	<p>Content:</p> <ul style="list-style-type: none"> • A novel of choice. • Components of effective discussion (cues for verbal response, discussion protocol etc.) <p>Skills:</p> <ul style="list-style-type: none"> • Means of responding to literature, including verbal and written <p>Modes:</p> <ul style="list-style-type: none"> • Individual sharing • Paired discussion • Small group discussion • Whole class discussion 	<p>Discussion Coding and Rubrics</p> <p>Self-Assessments</p> <p>Student-created Two-Voice Poems</p>	<ol style="list-style-type: none"> a. Read the novel b. Specifically planned and tooled activities that incorporate reading strategies c. Reteach and reinforce with strategy mini-lessons, if needed d. See Materials Q3-6 Discussion Structures (silent discussion, reciprocal teaching, inner/outer circle, fishbowl, etc.) e. Use various methods and activities to generate reader response f. See Sample Lesson Q3-6 Writing-to-Learn 	<p>Novel of choice <i>Janet Allen Binder: Tabs 2-4 (SRMS)</i> <i>High Interest Easy Reading (SRMS)</i></p>

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Suggested sequence: Q4—1 Suggested scope: 2 weeks	4.b. Students will review and apply reading strategies with short narrative texts and novels.	How can I use the reading strategies to improve my reading comprehension and enjoyment?	Review the why, when, what, and how of the following strategies taught in the previous quarters: <ul style="list-style-type: none"> questioning determining importance summarizing making inferences predicting Making connections and accessing schema visualizing monitoring comprehension and using fix-it strategies. 	Metacognitive Awareness of Reading Strategies Inventory (MARSII)	<ol style="list-style-type: none"> Choose various texts and genres (novel, short stories, poetry, drama, folklore and fairytales, newspaper, magazine, textbook, websites, etc.) that require application of the various strategies Identify the specific strategies that need to be re-taught and spend time on mini lessons 	<i>Reading and Writing Sourcebook</i> (IHMS, OHMS) <i>Thinking Reader</i> (WHMS) <i>Nine Good Habits</i> (UMS, FHMS) <i>Breakthroughs in Critical Thinking</i> (IHMS) <i>Reader's Handbook</i> (CVMS, SRMS, IHMS, UMS, ERMS, MJMS) Literature Anthologies Graphic Novels Picture Books Short Stories

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Suggested sequence: Q4—2 Suggested scope: 2 weeks	3.b. Students will demonstrate understanding of how to read test questions and strategically answer them.	How can I succeed in taking standardized tests?	<p>Review how to read expository texts:</p> <ul style="list-style-type: none"> • newspaper • textbook • magazine • web site • poster and advertisement • text features <p>Review reference books and inquiry skills:</p> <ul style="list-style-type: none"> • dictionary • thesaurus • atlas • almanac • encyclopedia • Internet search engines <p>Test-taking skills and strategies:</p> <ul style="list-style-type: none"> • narrowing down the choices • reading questions before the selection • finding key words • knowing how find the answer in the text • rereading text to find answers • staying energized and awake 	<p>UTIPS Practice Tests</p> <p>Student-generated practice tests</p> <p>Student-labeled multiple choice questions</p>	<p>a. See Sample Lesson Q4-2 Test Taking</p> <p>b. See Sample Lesson Q4-2 Multiple Choice Questions</p> <p>c. Point out and explicitly show where they are using different reading strategies to find the answer the questions. (i.e. summarizing, making inferences)</p>	<p><i>Standard Test Lessons Book E</i> (MJMS)</p> <p><i>Comprehension Challenges</i> (MJMS)</p> <p><i>Real Life Readings: Chapters 2 and 5</i> (MJMS)</p> <p><i>Six-Way Paragraphs in Content Areas</i> (MJMS, IHMS, SJMS)</p> <p><i>Specific Skills Series</i> (WHMS)</p> <p><i>Breakthroughs in Science and Social Studies</i> (IHMS)</p> <p>UTIPS or other sample test questions</p> <p>Textbooks with standardized test prep</p> <p>Reference books</p> <p>Expository texts</p>

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<p>Suggested sequence: Q4—3 Suggested scope: 2 -3weeks</p>	<p>2.b. Students will apply multiple strategies simultaneously, selecting the most effective, as they read.</p>	<p>How do I know when to use which strategies?</p> <p>How can I use multiple strategies automatically when I read?</p>	<p>Synthesis: Why?</p> <ul style="list-style-type: none"> • Is more natural • Prepares readers for real-world reading of various texts. • Exhibits a higher level of strategy use while reading <p>When?</p> <ul style="list-style-type: none"> • Before, during and after reading <p>What?</p> <ul style="list-style-type: none"> • Taking more than one of the reading strategies to use as comprehension tools for reading <p>How?</p> <ul style="list-style-type: none"> • Determine what strategies will best aid comprehension • Switch or add strategies depending on need or type/difficulty of text 	<p>Student-created independent reading journals</p>	<ol style="list-style-type: none"> a. See Sample Lesson Q4-3 Reciprocal Teaching b. Know-What Need to know-Learned (KWL) Chart c. Content-Oriented Reading Instruction (CORI) d. Collaborative or Transactional Strategy Instruction (TSI) e. Independent reading journals f. Literature Circles g. Discussion groups 	<p>Various texts and genres (novel, short stories, poetry, drama, folklore and fairytales, newspaper, magazine, textbook, websites, etc.) that require application of the various strategies</p>

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<p>Suggested sequence: Q4—4 Suggested scope: 2-3weeks</p>	<p>5.b. Students will conduct an inquiry project utilizing studied strategies, as well as various texts. Students will report the results in written and verbal formats.</p>	<p>How can I combine everything I've learned this year about different texts and reading strategies?</p>	<p>Knowledge of various texts:</p> <ul style="list-style-type: none"> • narrative – novels, poems, short stories • expository – ads, posters, websites, newspapers, magazines, textbooks, reference books <p>Knowledge of various strategies:</p> <ul style="list-style-type: none"> • questioning • determining importance • summarizing • making inferences • predicting • Making connections and • accessing schema • visualizing • monitoring comprehension and using fix-it strategies 	<p>Final project with both an oral and written component</p>	<ol style="list-style-type: none"> a. Multi-genre projects b. Strategy toolbox c. I-Search d. CORI Unit (with appropriate training) e. Multi-media project 	<p>Instruction sheet for project of choice</p> <p>Rubric for both written and oral components of project of choice</p>

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