

| <b>UNIT/ORGANIZING PRINCIPLE: UNIT/ORGANIZING PRINCIPLE: Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |   |  | <b>Pacing:</b>   | <b>First Nine Weeks: Weeks 1-3</b>  |
|---|---|--|--|---|
| <b>Essential Question(s):</b> How do pre-reading, monitoring, and repairing strategies help my ability to comprehend text? How does using context help me understand new vocabulary? How does reading with expression and accuracy increase comprehension?  |   | <b>Big Idea: : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text.; ; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |   |
| Concepts/<br>Content  | Learning Targets  | Benchmarks   | Essential Content & Understanding  | Key Terminology<br>(bold print priority items)  |
| Pre-Reading Strategies<br><br>Strategies to aid/monitor /repair comprehension<br><br>Main idea/Relevant details<br><br>Vocabulary—<br>Context clues<br><br>Fluency  | use background knowledge of subject and related content areas, pre-reading strategies, graphic representations, knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection. use strategies to repair comprehension of text when self-monitoring indicates confusion: rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, clarifying by checking other sources<br><br>determine the main idea or essential message in grade-level or higher text through inferring, paraphrasing, summarizing, identifying relevant details<br><br>use new vocabulary that is introduced and taught directly<br>Students will use context clues to determine meanings of unfamiliar words, relate new vocabulary to familiar words<br>Students will determine the correct meanings of words with multiple meanings in context<br><br>adjust reading rate based on purpose, text difficulty, form, and style | LA.6.1.7.1<br>LA.7.1.7.1<br>LA.8.1.7.1<br><br>LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8<br><br>LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3<br><br>LA.6.1.6.5<br>LA.7.1.6.5<br>LA.8.1.6.5<br><br>LA.6.1.6.3<br>LA.7.1.6.3<br>LA.8.1.6.3<br><br>LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1               | Background knowledge, skimming/scanning, set purpose for reading, predict, generating questions; make predictions, identifying context clues, note-making, summarizing, using graphic & organizers, questioning, rereading, clarifying by checking other sources,<br><br>paraphrasing, identifying relevant details, best title, text marking, 5w’s subject, topic,<br><br>word analysis strategies, syllables, segmenting sounds, blending, synonyms, antonyms, definition, example, non-example;<br><br>Timed readings/ comprehension check, CLOZE passage, paired reading, read aloud, word attack, phrasing, pronunciation | Background knowledge, strategies, making connections, text features, skimming /scanning, summarizing, clarifying, paraphrasing, relevant details, theme, topic, text marking, highlighting<br><br>Context clues, synonym, antonym, syllable,<br><br>Word attack, decode<br>Phonemic awareness<br>Text<br>Accuracy<br>Expression<br>Fluency, Oral<br>Prosody, Rate |

| <b>UNIT/ORGANIZING PRINCIPLE: Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression   |  |  | <b>Pacing:</b>   | <b>First Nine Weeks:<br/>Weeks 4-6</b>  |
|--|--|--|--|---|
| <b>Essential Question(s):</b> How are vocabulary strategies useful in determining the meaning of an unfamiliar word? Why are text structures important for comprehension? How will knowledge of organizational patterns help in locating supporting details that lead to comprehension of the main idea? |  | <b>Big Idea : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression   |  |   |
| Concepts/<br>Content   | Learning Targets   | Benchmarks   | Essential Content & Understanding  | Key Terminology<br>(bold print priority items)  |
| Vocabulary<br><br>Organizational Patterns/Sequence<br><br>Cause-Effect Compare-Contrast<br><br>Repair comprehension<br><br>Main idea/ details<br><br>Fluency   | listen to, read, and discuss familiar and conceptually challenging text, relate new vocabulary to familiar words, identify and understand the meaning of prefixes, homonyms, homophones<br><br>analyze a variety of text structures and text features and explain their impact on meaning in text<br>identify cause-effect relationships in text;<br>compare and contrast elements in multiple texts;<br><br>use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.<br><br>determine the main idea or essential message in grade-level or higher text through inferring, paraphrasing, summarizing, identifying relevant details<br>adjust reading rate based on purpose, text difficulty, form, and style | LA.6.1.6.2<br>LA.7.1.6.2<br>LA.8.1.6.2<br>LA.6.1.6.9<br>LA.7.1.6.9<br>LA.8.1.6.9<br><br>LA.6.1.7.5<br>LA.7.1.7.5<br>LA.8.1.7.5<br>LA.6.1.7.4<br>LA.7.1.7.4<br>LA.8.1.7.4<br>LA.6.1.7.7<br>LA.7.1.7.7<br>LA.8.1.7.7<br>LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8<br>LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3<br>LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1 | analysis strategies, syllables, segmenting sounds, blending, synonyms, antonyms, definition, example, non-example, denotation, connotation; signal words, cause-effect, comparison-contrast, degree of importance, descriptive, chronological order, spatial order, signal words, cause-effect relationship; signal (cue) words, comparison, contrast; similarities within texts; differences within texts; fix-up strategies: visualizing, re-telling, use of print conventions, text connections, notice patterns in text structure,<br><br>adjust reading rate; timed readings/ comprehension check, MAZE, paired reading, read aloud, word attack, phrasing, pronunciation | homonyms (multi-meaning words, polysemes), homophones, homographs, antonyms, synonyms,<br><br>Compare, contrast, chronological order, sequence, spatial order, cause, effect,<br><br>Cause, effect, cue words, signal words<br>Compare, contrast<br>Graphic organizers, predicting<br><br>Word attack, phrasing, chunking |

| <b>UNIT/ORGANIZING PRINCIPLE: Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  | <b>Pacing:</b> <b>First Nine Weeks: Weeks 7-9</b>  |   |   |
|--|--|--|---|---|
| <b>Essential Question(s):</b> How do vocabulary development strategies help comprehension? How does knowledge of word parts help in decoding unfamiliar words? How can self-monitoring and repair strategies help improve my comprehension of text?  |  | <b>Big Idea : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |   |   |
| <b>Concepts/ Content</b>   | <b>Learning Targets</b>  | <b>Benchmarks</b>  | <b>Essential Content &amp; Understanding</b>  | <b>Key Terminology (bold print priority items)</b>  |
| Vocabulary   | identify and understand meanings of conceptually advanced prefixes, suffixes, root words; determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools;  | LA.6.1.6.7<br>LA.7.1.6.7<br>LA.8.1.6.7<br>LA.6.1.6.10<br>LA.7.1.6.10<br>LA.8.1.6.10  | affixes & root /base words, blending, segmenting sounds, identifying syllables, synonyms, antonyms,                       | Word parts, affix, prefix, suffix, root/base word, dictionary, thesaurus, denotation, connotation |
| Nonfiction/ Informational Expository texts   | locate, use, and analyze specific information from organizational text features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indices, key/guide words); use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order;  | LA.6.2.2.1<br>LA.7.2.2.1<br>LA.8.2.2.1<br>LA.6.2.2.2<br>LA.7.2.2.2<br>LA.8.2.2.2   | charting, mapping, paraphrasing, summarizing, stated/implied main idea, relevant/supporting details,                      | table of contents, headings, captions, bold print, glossary, index, guide words                   |
| Monitor/Repair Comprehension   | organize information to show understanding (e.g., representing main ideas within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)<br>use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources | LA.6.2.2.3<br>La.7.2.2.3<br>La.8.2.2.3<br>LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8   | fix-up strategies: visualizing, re-telling, use of print conventions, text connections, notice patterns in text structure | text-to-self, text-to-text, text-to-world connections   |
| Main Idea/Details  | determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details  | LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3   | determine the main idea or essential message in text through identifying relevant details & facts                         | fact, opinion, main idea, summary   |
| Fluency  | adjust reading rate based on purpose, text difficulty, form, and style   | LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1   | adjust reading rate; timed readings/ comprehension check, MAZE, paired reading, read aloud, Reader’s Theater              | Accuracy<br>Expression<br>Fluency, Oral Prosody, Rate   |

| <b>UNIT/ORGANIZING PRINCIPLE: : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression   |  |  | <b>Pacing: Second Nine Weeks: Weeks 1-3</b>  |  |
|--|--|--|--|--|
| <b>Essential Question(s):</b> : How does knowledge of specific key words and use of graphic organizers help readers identify and make comparisons and contrasts and recognize cause/effect relationships? How can knowledge and review of FCAT targeted vocabulary help in answering comprehension and test questions? What strategies will help improve my comprehension of main ideas in text? |  |  | <b>Big Idea : : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |
| Concepts/Content   | Learning Targets   | Benchmarks                                   | Essential Content & Understanding  | Key Terminology (bold print priority items)                                  |
| Compare/ Contrast  | Student will locate & use cue words; compare and contrast elements in multiple texts; use graphic organizers as strategy sin comparing and contrasting | LA.6.1.7.7/8<br>LA.7.1.7.7/8<br>LA.8.1.7.7/8 | nizing similarities/ differences; identifying cue words; using graphic organizers comparing, contrasting   | Compare, contrast, similarities, differences, cue words<br>graphic organizer |
| Cause/Effect   | Student will identify, explain cause/effect relationships in text using cue words, diagrams  | LA.6.2.2.1/3<br>LA.7.2.2.1/3<br>LA.8.2.2.1/3 | dentifying cue words, text structures for causes and effects   | cause, effect, cue words   |
| Main Idea/Details  | Students will determine the main idea or essential message in grade-level or higher text through paraphrasing, summarizing                             | LA.6.1.7.3/4<br>LA.7.1.7.3/4<br>LA.8.1.7.3/4 | questioning, paraphrasing, summarizing, identifying relevant details   | main idea, topic sentence, support, paraphrase                               |
| Vocabulary   | Student uses multiple strategies to develop grade appropriate vocabulary   | LA.6.2.2.2<br>LA.7.2.2.2<br>LA.8.2.2.2       | categorizing key vocabulary, relating new vocabulary to familiar words   | target words found in FCAT questions   |
| Monitor/Repair Comprehension   | Student will use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion,                                | LA.6.1.6.1<br>LA.7.1.6.1<br>LA.8.1.6.1       | fix-up strategies, metacognitive strategies  | strategy, self-monitor, question   |
| Fluency  | The student will adjust reading rate based on purpose, text difficulty, form, and style  | LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8       | reading rate; timed readings/ comprehension check, MAZE, paired reading, read aloud, Reader’s Theater  | Accuracy<br>Expression<br>Fluency, Oral prosody, rate                        |
|  |  | LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1       |  |  |

| <b>UNIT/ORGANIZING PRINCIPLE: : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |  | <b>Pacing: Second Nine Weeks: Weeks 4-6</b>  |   |
|--|--|--|--|---|
| <b>Essential Question(s):</b> What are ways of understanding and evaluating information in text? What is context? How can knowledge of context clues of various types improve comprehension? What is fiction and how does differ from nonfiction in terms of purpose and structure?                      |  |  | <b>Big Idea : : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |   |
| Concepts/ Content  | Learning Targets   | Benchmarks   | Essential Content & Understanding  | Key Terminology (bold print priority items)   |
| Argument/ Support  | uses a variety of strategies to analyze text structure and explain meaning in text   | LA.6.1.7.5<br>LA.7.1.7.5<br>LA.8.1.7.5   | examine sources of information for validity, reliability including primary / secondary sources, strong vs. weak argument questioning, paraphrasing, summarizing, identifying relevant details  | Fact, opinion, persuade, viewpoint, argument, support, debate, primary source<br><br>main idea, support, topic sentence, paraphrase |
| Main Idea/Details<br>Essential Message   | determine the main idea or essential message in grade-level or higher text through paraphrasing, summarizing   | LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3   |  |   |
| Vocabulary   | uses context clues to determine meanings of unfamiliar words   | LA.6.2.2.2<br>LA.7.2.2.2<br>LA.8.2.2.2   | identify types of context clues and their signals  | context, synonym, antonym, thesaurus<br>target FCAT words   |
| Elements of Fiction  | Identify characteristics of fiction, short story   | LA.6.1.6.3<br>LA.7.1.6.3<br>LA.8.1.6.3   | locate story elements, author’s use of literary devices  | fiction, setting, plot, character, conflict, resolution irony, symbol...  |
| Monitor/Repair<br>Comprehension  | use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. | LA.6.2.1.1/2<br>LA.7.2.1.1/2<br>LA.8.2.1.1/2<br><br>LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8 | fix-up strategies, metacognitive strategies  | strategy, self-monitor, question, personal connections<br><br>Accuracy<br>Expression<br>Fluency, Oral prosody, rate                 |
| Fluency  | The student will adjust reading rate based on purpose, text difficulty, form, and style  | LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1   | reading rate; timed readings/ comprehension check, MAZE, paired reading, read aloud, Reader’s Theater  |   |

| <b>UNIT/ORGANIZING PRINCIPLE: : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |  | <b>Pacing: Second Nine Weeks: Weeks 7-9</b>  |  |
|--|--|--|--|--|
| <b>Essential Question(s):</b> What are ways of understanding and evaluating information in text? What is context? How can knowledge of context clues of various types improve comprehension? What is fiction and how does it differ from nonfiction in terms of purpose and structure?                   |  |  | <b>Big Idea : : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |
| Concepts/Content   | Learning Targets   | Benchmarks                                   | Essential Content & Understanding  | Key Terminology (bold print priority items)  |
| Argument/ Support  | analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explain their impact on meaning in text  | LA.6.1.7.5<br>LA.7.1.7.5<br>LA.8.1.7.5       | secondary sources, strong vs. weak argument questioning, paraphrasing, summarizing, identifying relevant details   | Fact, opinion, persuade, viewpoint, argument, support, debate, primary source main idea, support, topic sentence, paraphrase |
| Main Idea/Details<br>Essential Message   | determine the main idea or essential message in grade-level or higher text through paraphrasing, summarizing   | LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3       | determine the main idea/ message; identify relevant details and facts  | context, synonym, antonym, thesaurus<br>target FCAT words  |
| Vocabulary   | uses context clues to determine meanings of unfamiliar words<br>identify the characteristics of various genres (poetry, fiction, short story, dramatic literature) as forms with distinct characteristics and purposes   | LA.6.2.2.2<br>LA.7.2.2.2<br>LA.8.2.2.2       | identify types of context clues and their signals  | fiction, setting, plot, character, conflict, resolution, rising/ falling action, irony, symbol                               |
| Elements of Fiction  | use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. | LA.6.1.6.3<br>LA.7.1.6.3<br>LA.8.1.6.3       | locate story elements, author's use of literary devices  | strategy, self-monitor, question, personal connections   |
| Monitor/Repair<br>Comprehension  |  | LA.6.2.1.1/2<br>LA.7.2.1.1/2<br>LA.8.2.1.1/2 | fix-up strategies, metacognitive strategies  |  |
| Fluency  | adjust reading rate based on purpose, text difficulty, form, and style   | LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8       | reading rate; timed readings/ comprehension check, MAZE, FAIR, paired reading, read aloud, Reader's Theater  | Accuracy<br>Expression<br>Fluency, Oral prosody, rate  |

| <b>UNIT/ORGANIZING PRINCIPLE: : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |  | <b>Pacing:</b>   | <b>Third Nine Weeks: Weeks: 1-3</b>  |
|--|--|--|--|--|
| <b>Essential Question(s):</b> How do we make inferences? How do inferences improve comprehension? How are drawing conclusions and making generalizations like making inferences? What is figurative language? What are key literary terms? How do authors use literary devices?                          |  |  | <b>Big Idea : : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |
| Concepts/Content   | Learning Targets   | Benchmarks   |  | Key Terminology  |
| Make Inferences/ Generalizations<br>Draw Conclusions   | determine the main idea or essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details  | LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3   | make and confirm complex predictions of content, purpose, and organization of a reading selection.   | Prior Knowledge<br>Pre-Reading<br>Predicting<br>Strategy<br>Infer/ Inferring<br>Imply/ implication<br>Generalization/generalize<br>Draw conclusions<br>Paraphrase<br>Summarize<br>Main Idea<br>Details<br>Figurative language<br>Literary term<br>Simile,metaphor,<br>idiom, personification,<br>hyperbole, onomatopoeia |
| Figurative Language/<br>Literary Terms   | locate and analyze an author’s use of allusions and descriptive, idiomatic, and figurative language in a variety of literary text, identifying how word choice sets the author’s tone and advances the work’s theme  | LA.6.2.1.7<br>LA.7.2.1.7<br>LA.8.2.1.7   | Identify literary devices (e.g. words that describe people, objects, feelings) in literature.  |  |
| Vocabulary   | use new vocabulary that is introduced and taught directly; listen to, read, and discuss familiar and conceptually challenging text; identify advanced word/phrase relationships and their meanings   | LA.6.1.6.1/2<br>LA.7.1.6.1/2<br>LA.8.1.6.1/2<br>LA.6.1.6.8<br>LA.7.1.6.8<br>LA.8.1.6.8 | identify figurative, idiomatic, and technical meanings of words and phrases in reading, writing, listening, and speaking.  |  |
| Monitor/Repair Comprehension   | use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. | LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8   | Recognize the meaning of common idioms, literary terms (simile, metaphor...)   |  |
| Fluency  | adjust reading rate based on purpose, text difficulty, form, and style   | LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1   | Use strategies to repair comprehension, including but not limited to re-reading, checking context clues, predicting, using graphic organizers, and checking own understanding  |  |
|  |  |  | Read text with accuracy, expression  |  |

| <b>UNIT/ORGANIZING PRINCIPLE: Literary Analysis:</b> Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection; <b>Reading Process:</b> uses a variety of strategies to comprehend grade level text; develop vocabulary, read for fluency |   |  | <b>Pacing: Third Nine Weeks: Weeks 4-6</b>   |  |
|---|---|--|--|--|
| <b>Essential Question(s):</b> What are the differences and similarities in various genres? What are the elements of poetry? What strategies will enhance our comprehension of figurative language and devices author’s use when writing creatively?   |   | <b>Big Idea :</b> <b>Literary Analysis:</b> Fiction, The student identifies, analyzes, and applies the elements of a variety of fiction & literary texts to develop a thoughtful response to a literary selection; <b>Reading Process:</b> uses a variety of strategies to comprehend grade level text; develop vocabulary, read for fluency |  |  |
| Concepts/ Content   | Learning Targets  | Benchmarks   | Essential Content & Understanding  | Key Terminology  |
| Compare/ Contrast<br><br>Author’s Purpose<br><br>Poetry Elements<br><br>Monitor/Repair Comprehension<br><br>Fluency   | Compare and Contrast elements in multiple texts<br><br>analyze the authors purpose (e.g., to persuade, inform, entertain, explain) and perspective in a variety of texts and understand how they affect meaning;<br><br>locate various literary devices (e.g., sound, meter, figurative and descriptive language), graphics, and structure and analyze how they contribute to mood and meaning in poetry;<br><br>use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources.<br><br>adjust reading rate based on purpose, text difficulty, form, and style | LA.6.1.7.6/.7<br>LA.7.1.7.6/.7<br>LA.8.1.7.6/.7<br><br>LA.6.1.7.2<br>LA.7.1.7.2<br>LA.8.1.7.2<br><br>LA.6.2.1.3<br>LA.7.2.1.3.<br>LA.8.2.1.3.<br><br>LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8<br><br>LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1  | Identify similarities and differences in different pieces of writing; Identify basic differences between fiction/nonfiction texts and themes shared by two or more works of fiction and nonfiction<br><br>Analyzes author’s purpose & perspective to construct meaning<br><br>Recognize basic differences between poetry & prose; understand & identify elements of poetry;, literary devices,<br><br>rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources<br><br>Read text with accuracy and expression, using pauses, emphasis, prosody | Genre, prose, poetry stanza, rhythm, syllables, accent, rhyme scheme, figurative language, theme, author’s purpose, elements of poetry, lyrical, visualize, imagery, sensory details, characterization, format, narrative poetry, story elements, metacognition, |

| <b>UNIT/ORGANIZING PRINCIPLE: Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |  | <b>Pacing: Third Nine Weeks: Weeks 7-9</b>  |  |
|--|--|--|---|--|
| <b>Essential Question(s):</b> What are some vocabulary building strategies we use to infer meaning? What are different types of context clues? What are the strategies for identifying causes & effects?   |  | <b>Big Idea : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |   |  |
| Concepts/ Content  | Learning Targets   | Benchmarks   | Essential Content & Understanding   | Key Terminology  |
| Review Reading strategies  | use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection  | LA.6.1.7.1<br>LA.7.1.7.1<br>LA.8.1.7.1   | activate background knowledge of subject matter, predict/ infer content, describe organization of reading selection; use graphic organizers to clarify or represent concepts learned; make meaningful connections<br>Analyze a variety of organizational patterns; identify cause/effect relationships in stories & informational texts | prior knowledge, strategy, predict, summarize, connect, text-to-self, text-to-text, text-to-world connections, text structure, cue / signal words, questioning, confirming, clarifying, cause, effect, reason, result, consequence |
| Cause/ Effect  | Identify cause-and-effect relationships in text;   | LA.6.1.7.4<br>LA.7.1.7.4<br>LA.8.1.7.4   |   |  |
| Main Idea/Details  | determine the main idea or essential message in grade-level or higher text through paraphrasing, summarizing   | LA.6.1.6.3<br>LA.7.1.6.3<br>LA.8.1.6.3   | Use context and word structure clues to analyze words and text  |  |
| Vocabulary Development   | Use context clues to develop meanings of unfamiliar words; determine the correct meanings of words with multiple meanings in context   | LA.6.1.6.9<br>LA.7.1.6.9<br>LA.8.1.6.9   | rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources   |  |
| Monitor/ Repair Comprehension  | use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. | LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8   |   |  |
| Fluency  | adjust reading rate based on purpose, text difficulty, form, and style   | LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1   |   |  |

| <b>UNIT/ORGANIZING PRINCIPLE: Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |   |  | <b>Pacing: Fourth Nine Weeks: Weeks 1-3</b>  |   |
|--|---|--|--|---|
| <b>Essential Question(s):</b> What are effective reading and test-taking strategies? What do you do before, during, and after reading to enhance comprehension? What are the story elements? What are the elements of plot? What is chronological order?   |   |  | <b>Big Idea : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |   |
| Concepts/<br>Content   | Learning Targets  | Benchmarks                             | Essential Content & Understanding  | Key Terminology<br>(bold print priority items)  |
| Review Reading Strategies  | use background knowledge of subject and related content areas, prereading strategies, graphic representations, and knowledge of text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection | LA.6.1.7.1<br>LA.7.1.7.1<br>LA.8.1.7.1 | activate background knowledge of subject matter, predict/ infer content, describe organization of reading selection; use graphic organizers to clarify or represent concepts learned; make meaningful connections  | predict, summarize, connect, text-to-self, text-to-text, text-to-world connections, text structure, rising/falling action conflict resolution cue / signal words, questioning, organization categorizing chronology, sequence, transition words |
| Review Story Elements Plot Structure   | locate and analyze elements of characterization, setting, plot including rising action, conflict, resolution, theme   | LA.6.2.1.2<br>LA.7.2.1.2<br>LA.8.2.1.2 | identify story elements, theme; plot structure   |   |
| Sequence of Events   | analyze a variety of text structures (...chronological order) and text features (headings, subheadings) and explain their impact on meaning   | LA.6.1.7.5<br>LA.7.1.7.5<br>LA.8.1.7.5 | analyze a variety of organizational patterns, signal or transition words   |   |
| Main Idea/ Details   | determine the main idea or essential message in grade-level or higher text through paraphrasing, summarizing  | LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3 | determine the main idea/ message; identify relevant details and facts  |   |
| Vocabulary Review  | listen to, read, discuss familiar and conceptually challenging text   | LA.6.1.6.2<br>LA.7.1.6.2<br>LA.8.1.6.2 | listen to, read, discuss a variety of text; relate new vocabulary to familiar words  |   |

| <b>UNIT/ORGANIZING PRINCIPLE: Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |  | <b>Pacing: Fourth Nine Weeks Weeks 4-6</b>  |   |
|--|--|--|---|---|
| <b>Essential Question(s):</b> While reading grade-level appropriate text, what are some reading strategies you use? What are some personal, text, or world connections you make?   |  | <b>Big Idea : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |   |   |
| Concepts/ Content  | Learning Targets   | Benchmarks   | Essential Content & Understanding   | Key Terminology (bold print priority items)   |
| Repair/ Monitor Comprehension  | use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-taking, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources. | LA.6.1.7.8<br>LA.7.1.7.8<br>LA.8.1.7.8   | fix-up strategies: visualizing, re-telling, use of print conventions, text connections, notice patterns in text structure | Questioning, summarizing, predicting, inferring, confirming, clarifying, self-monitoring, metacognition |
| Main Idea/ Details   | determine the main idea or essential message in grade-level or higher text through paraphrasing, summarizing   | LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3   | determine the main idea/ message; identify relevant details and facts   | Topic, fact, opinion, main idea, summary  |
| Vocabulary Development   | Categorize key vocabulary and identify salient features  | LA.6.1.6.4<br>LA.7.1.6.4<br>LA.8.1.6.4   | Categorize target words, identify word parts; practice interactive word games   | Affix, prefix, suffix, root, base, homonyms, homographs, homophones                                     |

| <b>UNIT/ORGANIZING PRINCIPLE: : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |  | <b>Pacing:Fourth Nine Weeks<br/>Weeks: 7-9</b>   |   |
|--|--|--|--|---|
| <b>Essential Question(s):</b> How can vocabulary and fluency practice enhance comprehension? What skills and strategies are helpful in comprehending informational text?   |  | <b>Big Idea : : Reading Process</b> —The student uses a variety of strategies to comprehend grade level text; uses multiple strategies to develop grade appropriate vocabulary; demonstrates the ability to read grade level text orally with accuracy, appropriate rate, and expression |  |   |
| Concepts/<br>Content   | Learning Targets   | Benchmarks   | Essential Content & Understanding  | Key Terminology<br>(bold print priority items)  |
| Nonfiction/<br>Informational<br>Expository texts   | locate, use, and analyze specific information from organizational text features ; use information from the text to answer questions related to the main idea or relevant details, maintaining chronological or logical order; organize information to show understanding; identify characteristics of variety of types of text | LA.6.2.2.1<br>LA.7.2.2.1<br>LA.8.2.2.1<br>LA.6.2.2.2<br>LA.7.2.2.2<br>LA.8.2.2.2<br>LA.6.2.2.3/4<br>LA.7.2.2.3/4<br>LA.8.2.2.3/4   | charting, mapping, paraphrasing, summarizing, stated/implied main idea, relevant/supporting details; use of reference materials, dictionaries, newspapers, magazines, instructions; select a variety of nonfiction materials to expand core of knowledge | Reference materials, table of contents, headings, graphic organizers, charts, outlines, note-taking |
| Main Idea/ Details   | determine the main idea or essential message in grade-level or higher text through paraphrasing, summarizing   | LA.6.1.7.3<br>LA.7.1.7.3<br>LA.8.1.7.3   | determine the main idea/ message; identify relevant details and facts  | fact, opinion, main idea, summary   |
| Vocabulary Development   | Determine the correct meanings of words with multiple meanings in context  | LA.6.1.6.9<br>LA.7.1.6.9<br>LA.8.1.6.9   | Use context and word structure clues to analyze words and text   |   |
| Fluency  | adjust reading rate based on purpose, text difficulty, form, and style   | LA.6.1.5.1<br>LA.7.1.5.1<br>LA.8.1.5.1   | adjust reading rate; timed readings/ comprehension check, MAZE, FAIR, paired reading, read aloud, Reader’s Theater   | Accuracy<br>Expression<br>Fluency, Oral Prosody, Rate   |