Topic: Reading

Essential Questions:
  ➢ How are reading and writing connected?
  ➢ How does literature mirror life?
  ➢ Why is it important to read from a variety of genres?
  ➢ How can we analyze/summarize a piece of writing?
  ➢ How are various texts organized?
  ➢ How do experience and personality influence your interpretation of the text?
  ➢ How do the words and mood show attitude?
  ➢ What is the history surrounding the text?
  ➢ What are the underlying messages in the text?
  ➢ How is the theme supported within the text?
  ➢ How do we draw meaning and understanding from a given text?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1: Information and understanding • Read and follow written multi-step directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information **Standard 2:** Literary Response and Expression • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification,	• What is the relationship between decisions and consequences? • How can a person's decisions and actions change his/her life? • How do the decisions and actions of characters reveal their personality? • How does style and structure reflect the theme and meaning of a story? • How does an author develop characters? • How does an author create setting/atmosphere? • Why is it important to	• Use of the writing process to express ideas from the text • Support ideas with examples from the text • Analyze, interpret and explain the meaning of a short story. • Recognize, understand, and apply literary terms. • Identify how the author's use of literary terms affects the reader. • Identify tone, mood, and voice in the text • Identify the author's purpose • Identify the theme of the text • Analyze and interpret specific quotations from the text to further understanding.	• Vocabulary flash cards • Vocabulary games • Explicit instruction on how to break down "plot" • Explicit instruction on organizing essays • Explicit instruction in how to read DBQ's • Explicit instruction in how to answer DBQ's. • Informal and formal discussions regarding reading passages/novels/short stories assigned in their English Language Arts classes. • Instruction in breaking down plot structure of novels and short stories. Use of plot diagram and instruction where plot elements are typically located in a given novel or short story.	-Able to discuss texts at length -Able to analyze characters -Power point presentation on understanding themes -Tests/Quizzes on plot information and analysis - Individual book report—ability to choose their own book -Research paper—being able to choose between relevant and not relevant information -Handouts with questions providing plot summary ●

flashback, and foreshadowing, convey the author's message or intent • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text **Standard 3:** Critical Analysis and evaluation • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences **Standard 4:** Social Interaction • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances Provide feedback by asking questions designed to encourage	read informational texts? • What do we know about Greek Myths? • How do the stories we read relate to our lives? • How can I learn vocabulary in the context?			

further conversation				

Connections to Text (Resources)	**Time: Done throughout year**
Connections to Technology:	
Key Vocabulary: noun, verb, pronoun, adverb, adjective	

Topic: Remedial Reading

Essential Questions:
- ➢ How are reading and writing connected?
- ➢ How does literature mirror life?
- ➢ Why is it important to read from a variety of genres?
- ➢ How can we analyze/summarize a piece of writing?
- ➢ How are various texts organized?
- ➢ How do experience and personality influence your interpretation of the text?
- ➢ How do the words and mood show attitude?
- ➢ What is the history surrounding the text?
- ➢ What are the underlying messages in the text?
- ➢ How is the theme supported within the text?
- ➢ How do we draw meaning and understanding from a given text?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
Standard 1: Information and understanding • Read and follow written multistep directions or procedures to accomplish a task or complete an assignment • Use outlines and graphic organizers, such as semantic webs, to plan reports • Contribute to group discussions by offering comments to clarify and interpret ideas and information • Ask and respond to questions to clarify information **Standard 2:** Literary Response and Expression • Read silently and aloud from a variety of genres, authors, and themes • Interpret characters, plot, setting, theme, and dialogue, using evidence from the text • Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, illustration, personification,	• What is the relationship between decisions and consequences? • How can a person's decisions and actions change his/her life? • How do the decisions and actions of characters reveal their personality? • How does style and structure reflect the theme and meaning of a story? • How does an author develop characters? • How does an author create setting/atmosphere? • Why is it important to	• Use of the writing process to express ideas from the text • Support ideas with examples from the text • Analyze, interpret and explain the meaning of a short story. • Recognize, understand, and apply literary terms. • Identify how the author's use of literary terms affects the reader. • Identify tone, mood, and voice in the text • Identify the author's purpose • Identify the theme of the text • Analyze and interpret specific quotations from the text to further understanding.	• Explicit instruction in finding "purpose" and reasons to read. Activity: House story. Read story 3 times, each time with a specific goal. • Explicit instruction, modeling of previewing texts. Examples: 1 minute quick-writes, survey and question, predicting using pictures, titles, etc. • Creating Habitual Use of *Active Reading Response Strategies* through explicit instruction, modeling, and practice. • Post-reading: explicit	-Able to discuss texts at length -Able to analyze characters -Power point presentation on understanding themes -Tests/Quizzes on plot information and analysis - Individual book report—ability to choose their own book -Research paper—being able to choose between relevant and not relevant information -Handouts with questions providing plot summary •

flashback, and foreshadowing, convey the author's message or intent • Compare motives of characters, causes of events, and importance of setting in literature to people, events, and places in own lives • Compare a film, video, or stage version of a literary work with the written version • Write original literary texts • Write interpretive and responsive essays • Listen to class lectures, and small group and classroom discussions, to comprehend, interpret, and critique literary text • Express interpretations and support them through specific references to the text **Standard 3:** Critical Analysis and evaluation • Evaluate the validity and accuracy of information, ideas, themes, opinions, and experiences in texts • Present clear analyses, using examples, details, and reasons from text • Maintain a writing portfolio that includes writing for critical analysis and evaluation • Express opinions or judgments about information, ideas, opinions, issues, themes, and experiences **Standard 4:** Social Interaction • Share reading experiences with peers or adults; for example, read together silently or aloud with a partner or in small groups • Share the process of writing with peers and adults • Write personal reactions to experiences, events, and observations, using a form of social communication • Participate as a listener in social conversation with one or more people who are friends or acquaintances Provide feedback by asking questions designed to encourage	read informational texts? • What do we know about Greek Myths? • How do the stories we read relate to our lives? • How can I learn vocabulary in the context?		instruction, modeling, and practice. Re-reading, reflecting, etc. • Explicit instruction in how to read and understand ELA exams. Dissect test, analyze types of questions given on test, and learn how to answer short answer and essay questions.	

further conversation				

Connections to Text (Resources)	**Time: Done throughout year**
Connections to Technology:	
Key Vocabulary: noun, verb, pronoun, adverb, adjective	

Topic: Reading Process: Before, During, and Post Reading skills and strategies

Essential Questions:

What is reading? Is it important for people to be able to read? Explain

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
• Apply thinking skills, such as define, classify, and infer to interpret data, facts, and ideas from informational texts • Preview informational texts to assess content and organization • Distinguish between relevant and irrelevant information • Formulate questions to be answered by reading information text • Draw conclusions and make inferences based on the basis of explicit and implicit information • Make, confirm, or revise predictions	• What does an active reader do when they read? • What reading strategies can be used when introduced to new text? • What are the things that you do in order to help you understand while you read? • What are the things you do in order to stay focused while you read? • What are the things you do in order to help you remember what you've read?	• Active Reading Strategies (Response Notes) 1. underline/highlight 2. question 3. visualize 4. react/connect 5. predict 6. clarify • Self monitoring behaviors→asking self, "do I understand what I just read?" • Uses active reading strategies seamlessly/doesn't interrupt the reading process	• Systematic instruction 1. Explain strategy 2. Model strategy 3. Practice strategy as whole group 4. Independent Practice	• When given a new reading selection, reader shows evidence of use of reading response notes by marking the text.

Connections to Text (Resources)	**Time:**
Connections to Technology:	
Key Vocabulary:	

Topic: English Language Art Exams

Essential Questions:

Is it important for the state to keep testing us every year? Why might they do this? How can this help us become better readers?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas • Read and follow written multi-step directions or procedures to accomplish a task • Distinguish between relevant and irrelevant information • Identify main ideas of a given text • Identify and explain moral of a given fable • Compare and contrast information from different sources • Draw conclusions and make inferences on the basis of explicit and implicit information • Identify topic of given	• What are some things we can do before we read that will help us know what to look for in a given reading selection? • Why is it important to read entire reading selection instead of just skimming for the answers? • In just a few words or one sentence, tell me what this paragraph or story is about • How is one idea different than the other? • Using all the information given to you in the text, how do you think the author feels about	• Active Reading Strategies (Response Notes) 1. underline/highlight 2. question 3. visualize 4. react/connect 5. predict 6. clarify • Before, During, Post Reading skills and strategies • Self monitoring behaviors→asking self, "do I understand what I just read?" • Uses active reading strategies seamlessly/doesn't interrupt the reading process • Knowledge of different types of multiple choice questions • Skimming and scanning	1. Review Reading Process 2. Review active reading strategies 3. Before reading, complete a KWL chart based on topic 4. Read question stems before reading selection to see what words repeat themselves, then underline items related to these words while reading 5. Specific and systematic instruction in how to answer short answer questions 6. Specific and systematic instruction in how to answer an essay question	• Student applies strategies to ELA exam • Give a wide variety of informational texts as well as fables to students, have them answer same types of questions that would be given on any given ELA exam

reading selection • Use outlines, graphic organizers, and semantic webs as a form of note-taking and pre-writing strategies • Include only relevant information to writing tasks • Support ideas with examples from the given text	the topic? • What graphic organizer might you use to compare the two articles?	techniques as a pre-reading strategy • Understand what the question stems are asking • Use process of elimination when reading all choices of a given ELA test question • Re-write short answer question and turn it into topic sentence. • Structure of answering an essay question • Use details from text in supporting short answer question and/or essay question		

Connections to Text (Resources)	**Time:**
Connections to Technology:	
Key Vocabulary:	

Topic: Elements of fiction

Essential Questions: How can reading fiction affect our own lives?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
• Apply thinking skills, such as define, classify, and infer to interpret data, facts, and ideas from informational texts • Preview informational texts to assess content and organization • Distinguish between relevant and irrelevant information • Formulate questions to be answered by reading information text • Draw conclusions and make inferences based on the basis of explicit and implicit information • Make, confirm, or revise predictions	• What do we call the character who tells the story in his or her own words? • How important is setting in a novel? • How do we know if we've reached the climax of the story? • What would the author want you to know about what is important in life? • What do you think the author wanted you to learn?	▪ Understand main characters ▪ Understand importance of character relationships ▪ Identify setting: place, time, and mood ▪ Understand Plot: Conflict, rising action, climax, falling action, resolution ▪ Identify themes ▪ Differentiate between fact and fiction.	4 square Character analysis of Spongebob Squarepants? 4 square Character analysis of character in a given piece of fiction Several examples of settings and how they change mood dependent upon descriptive words. How does story make you feel? Plot diagram Spiderman lesson (them) Give students examples of themes in movie Spiderman, watch movie and have them identify evidence toward those themes.	Given a particular piece of fiction, does student identify and distinguish elements of fiction? Can student differentiate fact from fiction? Can student create a theme statement based upon a given piece of fiction?

Connections to Text (Resources)	**Time:**
Connections to Technology:	
Key Vocabulary:	

Teacher: Marlaina Anderson				Unit 4

Topic: Book Reports

Essential Questions:

Should certain books be banned? Why or why not.

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
• Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas • Read and follow written multi-step directions or procedures to accomplish a task • Distinguish between relevant and irrelevant information • Identify main ideas of a given text • Identify and explain moral of a given fable • Compare and contrast information from different sources • Draw conclusions and make inferences on the basis of explicit and implicit information • Identify topic of given		• Building topic sentences • Using details and explanation to support main ideas • Follow and create outlines • Use outline to guide, write, and finish written task • Understand format of book report. (elements to include within the report) • Editing skills • Revision skills	• Systematic instruction • Each piece of report is explained, modeled, and practiced within the setting of the classroom. Each piece is taught as a separate lesson	Students write a book report on novel of their choice. They are to follow specific guidelines from instruction and are given a rubric explaining each required element of report. Book report and book project completed by student is used to assess them as well as from discussion in class setting.

reading selection • Use outlines, graphic organizers, and semantic webs as a form of note-taking and pre-writing strategies • Include only relevant information to writing tasks • Support ideas with examples from the given text			

Connections to Text (Resources)	**Time:**
Connections to Technology:	
Key Vocabulary:	

Topic: Short Stories

Essential Questions:

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
• Make, confirm, or revise predictions • Identify key characters and the relevant relationships between characters as it applies to the plot • Identify importance of setting as it applies to the plot. • Share reading experiences with peers and adults • Interpret characters, plot, setting, theme, and dialogue using evidence from the text		• What makes a short story, a short story? • What is the importance of a character? • What is foreshadowing? How does this compare to a flashback? • What is a climax? How important is it in a story? • How can using your senses contribute to the description in your writing? • What is suspense? How is it created in a piece of writing? • Analyze, interpret and explain the meaning of a short story. • Recognize, understand, and apply literary terms. • Review test taking skills (multiple choice, reading, and directions). • Listen respectively and responsively • Establish and maintain eye contact with an audience • Identify how the author's use of	• Literary term lessons • Voice: how to figure out what perspective the story is being told • Conflict (man vs. _____)	

		literary terms affects the reader.		

Connections to Text (Resources)	**Time:**	
Connections to Technology:		
Key Vocabulary:		