

**Unit: Before- During-After Reading Strategies**

**Focus Standard:**

**CC.1.3.9-10.K – Read and comprehend literary fiction**  
**CC.1.2.9-10.L – Read and comprehend literary nonfiction and informational text**  
**CC.1.3.6.H - Compare and contrast different forms or genres in terms of their use of additional literary elements**  
**CC.1.2.9-10.B- Support analysis of what the text says explicitly, as well as inferences and conclusions**  
**CC.1.2.9-10.A - Determine a central idea of a text**  
**CC.1.2.9-10.J- Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression**

**Instructional Tools:**

**-Timely, high-interest, nonfiction excerpts and informational text from print and/or Internet sources**

**Unit Essential Question:**

How do Before-During-After Reading Strategies improve reading comprehension?

**Concept:**

**CC.1.3.9.10.K – Read and comprehend literary fiction**

**Concept:**

**CC.1.2.9.10.K – Read and comprehend literary nonfiction and informational text**

**Concept:**

**CC.1.3.6.H - Compare and contrast different forms or genres**

**Lesson EQ:**

What strategies do good readers use to help them understand fiction?

**Lesson EQ:**

What strategies do good readers use to help them understand nonfiction and informational text?

**Lesson EQ:**

What characteristics help readers identify literature genres?

**Vocabulary:**

**Before-During-After reading strategies**

**Vocabulary:**

**Annotating strategies**

**Vocabulary:**

**Kinds of Genres**

**Concept:**

**CC.1.2.9-10.B- Analyze inferences**

**Lesson EQ:**

What strategies do good readers use to make inferences?

**Vocabulary:**

**Reading between the lines**

**Concept:**

**CC.1.2.9-10.A - Determine a central idea of a text**

**Lesson EQ:**

What strategies do good readers use to determine the main idea?

**Vocabulary:**

**Keywords**

**Concept:**

**CC.1.2.9-10.J- Demonstrate independence in gathering vocabulary knowledge**

**Lesson EQ:**

What strategies do good readers use to determine the meaning of an unknown word in text?

**Vocabulary:**

**Kinds of vocabulary habits**

**Unit: Reading workshop**

**Focus Standard:**

**CC.1.3.9-10.K – Read and comprehend literary fiction, reading independently**  
**CC.1.2.9-10.L – Read and comprehend literary nonfiction and informational text, reading independently**  
**CC.1.4.9-10.S – Draw evidence from literary or informational texts to support reflection**  
**CC.1.4.9-10.T – Develop and strengthen writing as needed by planning, revising, editing, or rewriting**

**Instructional Tools**

**-Self-selected independent reading (fiction or non-fiction)**  
**-Reflective journals**

**Unit Essential Question:**

How can reading independently and reflective journal writing change reading habits?

**Concept:**

**CC.1.3.9-10.K – Read literary fiction independently**

**Concept:**

**CC.1.2.9-10.L – Read literary nonfiction and informational text independently**

**Concept:**

**CC.1.4.9-10.S – Draw evidence to support reflection**

**Lesson EQ:**

What strategies do good readers use when choosing appropriate books to read independently?

**Lesson EQ:**

What strategies do good readers use to read and reflect when they read fiction or nonfiction?

**Lesson EQ:**

How do writers find text that supports their thinking?

**Vocabulary:**

**CIP information**  
**Internet resources**

**Vocabulary:**

**Active reading strategies**

**Vocabulary:**

**Textual evidence**  
**Cite/citation**

**Concept:**

**CC.1.4.9-10.T – Develop and strengthen writing**

**Lesson EQ:**

What strategies do writers use to improve their writing?

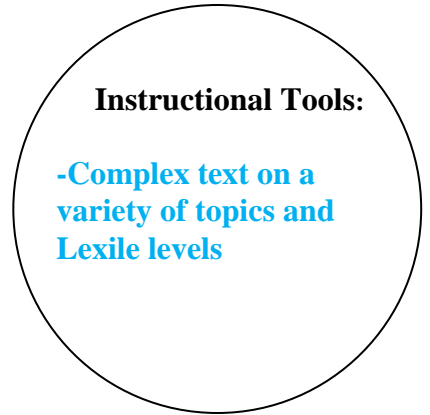
**Vocabulary:**

**Editing symbols  
Collins writing Types I and II**

**Unit: Close reading**

**Focus Standards:**

**CC.1.2.9-10.A – Determine a central idea of a text**  
**CC.1.2.9-10.B – Cite strong and thorough textual evidence to support analysis of what the text says explicitly**  
**CC.1.3.9-10.I- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies and tools**



**Unit Essential Question:**

How does close reading help a reader understand complex text?

**Concept:**

**CC.1.2.9-10.A – Determine a central idea of a text**

**Concept:**

**CC.1.2.9-10.B – Cite strong and thorough textual evidence**

**Concept:**

**CC.1.3.9-10.I- Determine or clarify the meaning of unknown and multiple-meaning words**

**Lesson EQ:**

How do good readers attack complex text in order to determine the main idea?

**Lesson EQ:**

How do good readers evaluate supporting evidence?

**Lesson EQ:**

What are effective vocabulary strategies that good readers use?

**Vocabulary:**  
**Close reading process words**

**Vocabulary:**  
**Kinds of evidence**

**Vocabulary:**  
**Vocabulary strategy clue words**

**Unit: Text structure**

**Focus Standards:**

**CC.1.2.7.E – Analyze the structure of the text through the evaluation of graphics, charts, and the major sections of the text**

**CC.1.2.7.G – Compare and contrast a text to an audio, video, or multimedia version of the text**

**CC.1.5.8A – Engage effectively in a range of collaborative discussion on grade level topics**

**CC.1.5.8.F – Integrate multimedia and visual displays into presentations to clarify information**

**-Samples of text taken from actual textbooks students use in their classes**

**-Teacher made materials**

**Unit Essential Question:**

How can knowledge of text structure improve a reader's understanding of the text?

**Concept:**

**CC.1.2.7.E – Analyze the structure of the text**

**Concept:**

**CC.1.2.7.G – Compare and contrast a text to an audio, video, or multimedia version of the text**

**Concept:**

**CC.1.5.8A – Engage effectively in a range of collaborative discussion**

**Lesson EQ:**

What kinds of text structures exist in informational text?

**Lesson EQ:**

How does the print version of text differ from an audio, video, or multimedia version of it?

**Lesson EQ:**

How can partners locate audio, video, or multimedia versions of text?

**Vocabulary:**

**Textbook features**  
**Kinds of text structures**

**Vocabulary:**

**Digital literacy**

**Vocabulary:**

**Advanced search**

**Concept:**

**CC.1.5.8.F – Integrate multimedia and visual displays into presentations**

## Lesson EQ:

How can multimedia be used to present student work?

### **Vocabulary:**

**Animoto**

**Windows Movie Maker**

**iMovie**

## Unit: Paraphrasing and Summarizing

### Focus Standards:

**CC.1.5.4B – Paraphrase portions of a text or information presented in diverse formats**  
**CC.1.5.5.B – Summarize the main points of written text or information presented in diverse formats**

### Instructional Tools:

**-Timely, high-interest, nonfiction excerpts and informational text from print and/or Internet sources**

### Unit Essential Question:

What are effective paraphrasing and summarizing strategies?

### Concept:

**CC.1.5.4B – Paraphrase portions of a text**

### Concept:

**CC.1.5.5.B – Summarize the main points of written text**

### Concept:

### Lesson EQ:

How do good readers, writers, and speakers paraphrase effectively?

### Lesson EQ:

How do good readers, writers, and speakers summarize effectively?

### Lesson EQ:

### Vocabulary:

**Restate**

### Vocabulary:

**Gist statement**

### Vocabulary: