

| <u>FICTION</u> | <u>NARRATIVE NONFICTION</u> | <u>INFORMATIONAL</u> | REFERENCES AND WORD KNOWLEDGE |
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| <p>7.5 The student will read and demonstrate comprehension of a variety of fiction, including SHORT STORY</p> <p>SETTING</p> <ul style="list-style-type: none"> Describe setting as <ul style="list-style-type: none"> Place Time Duration <p>PLOT</p> <ul style="list-style-type: none"> Describe plot structure <ul style="list-style-type: none"> Initiating event Rising action Climax Falling action Resolution Make inferences Use evidence from the selection to show how events change a character Use a graphic organizers to summarize and analyze text. Use a story map to show cause/effect relationships of plot events. Use a flow chart to show cause/effect relationships of plot events. Use a Somebody...Wanted...But...So strategy to show cause/effect relationships of plot events. <p>AUTHOR'S CRAFT</p> <ul style="list-style-type: none"> Understand the author's use of foreshadowing and its impact on the reader. Explain how the author's word choice impacts mood. | <p>7.5 The student will read and demonstrate comprehension of narrative nonfiction, including BIOGRAPHY, AUTOBIOGRAPHY, PERSONAL ESSAY, and NARRATIVE ARTICLE</p> <p>Pair passages on the same subject.</p> <p>SETTING</p> <p>Understand setting as time, place, and duration.</p> <p>CHARACTER</p> <ul style="list-style-type: none"> Describe how character traits are shown through <ul style="list-style-type: none"> What a person does. What a person says. What a person thinks. How other people respond to the person. Use a graphic organizer to show how a person changes as a result of events and conflicts in her/his life. <ul style="list-style-type: none"> Use a Venn diagram. Use two-column/T chart. Use evidence from the selection to explain how character traits impact the plot <p>PLOT</p> <ul style="list-style-type: none"> Describe sequence of events. Summarize events. Use evidence from the selection to show how events change a character Describe the type of conflicts the person faces <ul style="list-style-type: none"> External: another person nature or society. Internal: within self. <p>AUTHOR'S MESSAGE</p> <ul style="list-style-type: none"> Identify the main idea. Identify the author's attitude (tone) toward the subject. Identify the author's | <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts, including FUNCTIONAL TEXTS.</p> <p>FUNCTIONAL TEXTS</p> <p>Students should be familiar with the following types of text by end of first semester.</p> <ul style="list-style-type: none"> Web page. Technical directories. Applications. Brochure/Flyer. <p>READING SKILLS</p> <ul style="list-style-type: none"> Identify the source of a text. Identify the purpose of a text. <ul style="list-style-type: none"> To explain how to do something. To give information. To clarify. Summarize what is read. <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts including ENCYCLOPEDIA, INFORMATIONAL ARTICLE, and TEXTBOOK</p> <p>Summarize passages using the following processes</p> <p>LIST OR ENUMERATE</p> <ul style="list-style-type: none"> Use knowledge of text structures and features to aid comprehension <ul style="list-style-type: none"> Details listed in order to describe. Details listed in order of importance. Use knowledge of words and phrases that signal an author's organizational pattern <ul style="list-style-type: none"> signal words: <i>first, second, next, finally.</i> Use graphic organizer to | <p>6.4 The student will read and learn the meaning of unfamiliar words and phrases: APPLY KNOWLEDGE OF REFERENCES.</p> <p>WORD REFERENCE MATERIALS</p> <ul style="list-style-type: none"> Select an appropriate resource for a given task. <ul style="list-style-type: none"> General or specialized dictionary Thesaurus Glossary <p>7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.</p> <p>CONTEXT CLUES</p> <ul style="list-style-type: none"> Apply knowledge of how context clues are used to clarify the meaning of a word and distinguish between meanings of multiple meaning words. <ul style="list-style-type: none"> Example. Contrast. Restatement. <p>ANALOGIES</p> <ul style="list-style-type: none"> Recognize relationship of words in an analogy. Select another pair of words that demonstrate the same relationship as <ul style="list-style-type: none"> Synonym (small : little). Object/Action (ear: hear). Antonym (up : down). Animal/Habitat (bee : hive). Part/Whole (paw : dog). |

READING SKILL

- Summarize texts and individual paragraphs by using the following strategy:
 - Delete trivia & redundancy.
 - Substitute a general term for a list.
- Make inferences based on explicit information.

CHARACTER

- Understand character development/ characterization as the way an author presents a character and reveals character traits by
 - What a character does.
 - What a character says.
 - What a character thinks.
 - How other people respond to a character.
- Use evidence in the story to make an inference about a character
- Use evidence from the selection to explain how character traits impact the plot
 - Describe how a character changes as a result of events in the plot
 - Use a Venn diagram.
 - Use two-column/T chart.
 - Describe external conflict
 - Individual vs. individual.
 - Individual vs. nature.
 - Describe internal conflict
 - Individual vs. self.

READING SKILL

- Draw conclusions based on explicit and implied information by using information stated in the text and the reader's own background knowledge.
- Use graphic organizers to record text clues and draw conclusions.
 - It says . . . I say. . . And so . . .

Viewpoint or Point of View

READING SKILL (ONGOING)

- Summarize texts and individual paragraphs by using the following strategy:
 - Delete trivia & redundancy.
 - Substitute
- Use explicit (right there) and implied (think and search) information and the reader's own background knowledge (author and me) to make inferences.
- Draw conclusions based on explicit and implied information by using information stated in the text and the reader's own background knowledge.
- Use graphic organizers to record text clues and draw conclusions.
 - It says . . . I say. . . And so . . .

organize and synthesize information

- Outline.
- Web or cluster.
- Identify the purpose of the text.
- Identify main idea/details

COMPARISON AND CONTRAST

Compare and Contrast within and across texts: **Use Paired Passages**

- Use knowledge of text structures to aid comprehension
 - details arranged to show similarities and differences.
- Use knowledge of words and phrases that signal an author's organizational pattern
 - **Comparison:** *like, similar to, similarly, in common, as well as, both.*
 - **Contrast:** *unlike, different from, differently, on the other hand, however.*
- Use graphic organizers
 - Venn diagram.
 - Two-column/T-chart.
- Identify the purpose of the text.

GENERALIZATION

- Use knowledge of text structures to aid comprehension
 - Details arranged to lead the reader to reach a generalization or statement of principle that the author wants to demonstrate.
- Use knowledge of words and phrases that signal an author's organizational pattern
 - *additionally, always, clearly, for example, generally, in fact, most convincing, often, therefore, typically.*
- Use graphic organizer to organize and synthesize
 - Web or cluster.
 - Outline.
- Identify the purpose of the text.
- Identify main idea/details

DERIVATIONAL SUFFIXES

- Apply understanding of how suffixes change the way the word is used
 - -able
 - -tion/sion
 - -ment
 - -ly
 - -
 - -ish
 - -ous

PREFIXES

- Apply understanding of how prefixes change meaning
 - dis-
 - sub-
 - tri-
 - auto-
 - anti-

LATIN AND GREEK ROOTS

- Apply understanding
 - tele
 - therm

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| <p>7.5 The student will read and demonstrate comprehension of a variety of fiction, including NOVELS and HISTORICAL FICTION</p> <p>Pair passages within the genre.</p> <p>SETTING</p> <ul style="list-style-type: none"> Describe setting: time, place, duration Give evidence from the selection to show the impact of the setting on plot Explain how the setting and author's word choice impact mood. <p>PLOT</p> <ul style="list-style-type: none"> Describe external conflict <ul style="list-style-type: none"> Individual vs. technology Individual vs. society Individual vs. supernatural Use explicitly stated and implied information to draw conclusions <p>THEME</p> <ul style="list-style-type: none"> Identify and describe themes in a story/narrative. Use explicitly stated and implied information to draw conclusions <p>READING SKILL (ONGOING)</p> <ul style="list-style-type: none"> Make inferences based on explicit and implied information by using information stated in the text and the reader's own background knowledge. Use graphic organizers to record text clues and make inferences. <ul style="list-style-type: none"> It says...I say...And so | | <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts including NEWSPAPER ARTICLE and REFERENCE RESOURCES</p> <p>ALL TEXTS</p> <ul style="list-style-type: none"> Identify main idea and supporting details Identify central idea Summarize information to answer a question Summarize texts and individual paragraphs by using the following strategy: <ul style="list-style-type: none"> Delete trivia & redundancy. Substitute <p>FACT & OPINION</p> <ul style="list-style-type: none"> Distinguish fact from opinion in newspapers, magazines, and other printed media. <ul style="list-style-type: none"> Fact can be verified the topic. Opinion cannot be verified. <p>CONCEPT/DEFINITION</p> <ul style="list-style-type: none"> Use knowledge of text structures to aid comprehension of term <ul style="list-style-type: none"> Named. Placed in appropriate category or class. Described by distinguishing characteristics. Explained by use. Identified by examples and/or non-examples. Used in textbooks, article Use knowledge of words and phrases that signal an author's organizational pattern. | <p>7.4 The student will read to determine the meanings and pronunciations of unfamiliar words and phrases.</p> <p>CONTEXT CLUES, continue applying</p> <ul style="list-style-type: none"> Apply knowledge of how context clues are used to clarify the meaning of a word and distinguish between meanings of multiple meaning words. <ul style="list-style-type: none"> Example. Contrast/antonym Restatement/synonym. Definition <p>ANALOGIES</p> <ul style="list-style-type: none"> Recognize relationship of words in an analogy. Select another pair of words that demonstrate the same relationship as a given pair <ul style="list-style-type: none"> Sequence (day : week). Degree (warm : hot). Characteristic (snow : cold). Product (tree: lumber). Cause/Effect (sun : burn). Purpose (chair : sit). <p>DERIVATIONAL SUFFIXES</p> <ul style="list-style-type: none"> Expand vocabulary by applying understanding of how suffixes change the way the word is used <ul style="list-style-type: none"> -ible -ist -some -ward <p>PREFIXES</p> <ul style="list-style-type: none"> Apply understanding of how prefixes change meaning <ul style="list-style-type: none"> ex- de- en- ad- |

- Summarize the story.
- 7.5** The student will read and demonstrate comprehension of a variety of fiction, including **PLAYS** and **HISTORICAL FICTION**

AUTHOR'S CRAFT

- Describe the impact of the choices the author makes
 - **Word Choice**
(Connotation/Denotation)
 - **Sentence structure.**
 - **Language patterns, e.g., repetition.**
 - **Imagery.**
- Describe the impact of poetic devices/figurative language
 - **Hyperbole.**
 - **Onomatopoeia.**
 - **Alliteration.**
 - **Personification.**
 - **Simile.**
 - **Irony.**

- **Signal words:** *belongs to, is a kind of/type of, refers to, is characterized by, an example, for instance; usually.*
- Use graphic organizer to organize and synthesize details
 - Frayer model.
 - **Concept definition** map.
- Identify the purpose of the text.

LATIN AND GREEK ROOTS

- Apply understanding
 - scope
 - fort
 - -ogy

FIGURATIVE LANGUAGE

- Recognize, understand, and use figures of speech
 - **Simile.**
 - **Personification.**
 - **Hyperbole.**

CONNOTATION/DENOTATION

- Recognize the nuance of connotation in order to determine the appropriate meaning of a word

WORD KNOWLEDGE

- Expand vocabulary by using roots and affixes to predict the meaning of a new word
 - Use word structures to analyze and find relationships among words.
 - Separate and recombine known word parts.
 - Predict the meaning of unfamiliar words.
Example: use knowledge of *dent* from *dentist* and *fric* from *friction* to predict the meaning of *dentifrice*.
 - Recognize internal and external inflection that changes meaning and pronunciation.

| <u>FICTION</u> | <u>POETRY</u> | <u>NARRATIVE NONFICTION</u> | <u>INFORMATIONAL</u> | <u>REFERENCES AND WORD KNOWLEDGE</u> |
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| <p>Students apply standards from 1st and 2nd nine-weeks in paired passage experiences across genre.</p> | <p>7.5 The student will read and demonstrate comprehension of POETRY, NARRATIVE POETRY</p> <p>AUTHOR’S CRAFT</p> <ul style="list-style-type: none"> Describe how author’s use specific language to contribute meaning of a text and create an impact on the reader <ul style="list-style-type: none"> Imagery Irony Word choice Repetition <p>FIGURATIVE LANGUAGE</p> <ul style="list-style-type: none"> Describe and interpret the images created by language <ul style="list-style-type: none"> Simile Hyperbole Onomatopoeia Alliteration Personification <p>POETIC DEVICES</p> <ul style="list-style-type: none"> Explain how poetic devices convey the mood and meaning of the poem <ul style="list-style-type: none"> Rhyme Rhythm meter/sound of the lines, not counting stressed and unstressed syllables. Assonance and consonance Line structure and punctuation Onomatopoeia <p>BIG IDEA</p> <ul style="list-style-type: none"> Identify <ul style="list-style-type: none"> Author’s attitude (tone) toward the subject Theme | <p>7.5 The student will read and demonstrate comprehension of narrative nonfiction, including BIOGRAPHY, AUTOBIOGRAPHY, and NARRATIVE ARTICLE</p> <p>FIGURATIVE LANGUAGE</p> <ul style="list-style-type: none"> Describe the images created by language <ul style="list-style-type: none"> Simile & metaphor. Hyperbole. Onomatopoeia. Alliteration. Describe the purpose for using literary devices: foreshadowing. <p>PLOT</p> <ul style="list-style-type: none"> Use graphic organizers to show cause-effect relationships and their impact on a sequence of events <ul style="list-style-type: none"> Flowchart. Time line/Sequence chart. <p>AUTHOR’S MESSAGE</p> <ul style="list-style-type: none"> Identify the main idea. Identify the author’s attitude (tone) toward the subject. Identify the author’s Viewpoint or Point of View <p>AUTHOR’S CRAFT</p> <ul style="list-style-type: none"> Describe how author’s use of specific language contributes to the meaning of a text and impacts the reader | <p>7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts including, INFORMATIONAL ARTICLE, MAGAZINE ARTICLE, and OWNERS MANUAL</p> <p>TEXT FEATURES</p> <ul style="list-style-type: none"> Use text features to predict and locate information Explain how maps, pictures, diagrams, etc relate to the written text <p>ALL TEXTS</p> <ul style="list-style-type: none"> Identify main idea and supporting details Identify central idea Summarize information to answer a question Summarize texts and individual paragraphs by using the following strategy: <ul style="list-style-type: none"> Delete trivia & redundancy. Substitute <p>CAUSE-EFFECT</p> <ul style="list-style-type: none"> Use knowledge of text structures to aid comprehension Details arranged to show connections between a result and the events that preceded/caused it. Used in essays, textbooks, articles. Use knowledge of words and phrases that signal an | <p>6.4 The student will read and learn the meaning of unfamiliar words and phrases: APPLY KNOWELDE OF REFERENCES.</p> <p>GENERAL REFERENCE MATERIALS</p> <p>Select an appropriate resource for a given task.</p> <ul style="list-style-type: none"> Internet resources. General and specific data bases. <p>7.9 The student will apply knowledge of appropriate reference materials.</p> <p>REFERENCE MATERIALS</p> <p>Use print and electronic sources as resource tools to locate information in books and articles.</p> <ul style="list-style-type: none"> Scholarly journals. Educational online resources. Internet resources. <p>Choose and use graphic organizers to organize information</p> <ul style="list-style-type: none"> Spreadsheets & databases. Presentation software. File cards. Graphic organizers: flowcharts, Venn diagrams, outlines, time lines, cluster/bubble maps. Synthesize information from multiple sources. <p>CONTEXT CLUES, continue applying</p> |

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| | <ul style="list-style-type: none"> • Main idea and supporting details • Identify an appropriate summary <p>READING SKILL (ONGOING)</p> <ul style="list-style-type: none"> • Use explicit (right there) and implied (think and search) information and the reader's own background knowledge (author and me) to <ul style="list-style-type: none"> • Make inferences. • Draw conclusions. • Use graphic organizers to help summarize. | <ul style="list-style-type: none"> • Imagery. • Irony. • Word choice. • Sentence structure and language patterns, e.g., repetition. <p>READING SKILL (ONGOING)</p> <ul style="list-style-type: none"> • Use explicit (right there) and implied (think and search) information and the reader's own background knowledge (author and me) to <ul style="list-style-type: none"> • Make inferences. • Draw conclusions | <p>author's organizational pattern</p> <ul style="list-style-type: none"> • Signal words: as a result of, because, consequently, effects of, for this reason, in order to, is caused by. • Use graphic organizer to organize and synthesize details <ul style="list-style-type: none"> • <u>Cause/effect.</u> • Flow chart. • Identify the purpose of the text. <p>AUTHOR'S VIEWPOINT</p> <ul style="list-style-type: none"> • Identify the <ul style="list-style-type: none"> • viewpoint/point of view of the text • author's bias toward or perspective regarding the topic. <ul style="list-style-type: none"> • May be explicitly stated or implied. • Established through the selected information: details, facts, statistics, examples, expert opinions. • Explain how language choices establish the author's tone <ul style="list-style-type: none"> • Word choice. • Language structure. | <ul style="list-style-type: none"> • Apply knowledge of how context clues are used to clarify the meaning of a word and distinguish between meanings of multiple meaning words. <ul style="list-style-type: none"> • Example. • Contrast/antonym • Definition • Restatement/synonym. |
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| <p>7.5 The student will read and demonstrate comprehension of a variety of fiction, including FOLK LITERATURE (MYTHS, LEGENDS, FABLES, TALES).</p> <p>READING SKILL (ONGOING)</p> <ul style="list-style-type: none"> • Draw conclusions based on explicit and implied information by using information stated in the text and the reader’s own background knowledge. • Make inferences based on explicit and implied information by using information stated in the text and the reader’s own background knowledge. • Use graphic organizers to record text clues and make inferences or draw conclusions. <ul style="list-style-type: none"> • It says . . . I say. • Use graphic organizers to summarize a story. <ul style="list-style-type: none"> • Story map. • Sequence organizer/ Flow chart • Cause/effect organizer • Somebody...Wanted... But...So | <p>The student will read and demonstrate comprehension of a variety of poetry, including NARRATIVE POETRY and BALLAD</p> <p>CHARACTER</p> <ul style="list-style-type: none"> • Describe character development/ characterization as the way an author presents a character and reveals character traits. <ul style="list-style-type: none"> • What a character does. • What a character says. • What a character thinks. • How other characters respond to a character. • Use graphic organizers to organize information that describes a character <ul style="list-style-type: none"> • Use a bubble map. • Use a Venn diagram to show change in character. <p>SETTING</p> <ul style="list-style-type: none"> • Describe setting as place, time and duration. <p>PLOT</p> <ul style="list-style-type: none"> • Describe plot structure in a narrative poem. • Describe external conflict <ul style="list-style-type: none"> • Individual vs. technology. • Individual vs. individual. • Individual vs. society. • Individual vs. supernatural. • Individual vs. nature. • Describe internal conflict <ul style="list-style-type: none"> • Individual vs. self. • Summarize poem using <ul style="list-style-type: none"> • Story map. • Sequence chart. • Somebody...Wanted...But...So. | <p>Students apply standards from 1st and 3rd nine-weeks in paired passage experiences across genre.</p> | <p>7.6 The student will read and demonstrate comprehension of a variety of informational texts, including BIOGRAPHICAL ARTICLE</p> <p>TEXT FEATURES</p> <ul style="list-style-type: none"> • Use text features to predict and locate information • Explain how maps, pictures, diagrams, etc relate to the written text <p>ALL TEXTS</p> <ul style="list-style-type: none"> • Identify main idea and supporting details • Identify central idea • Summarize information to answer a question <p>SEQUENTIAL OR CHRONOLOGICAL</p> <ul style="list-style-type: none"> • Use knowledge of text structures to aid comprehension <ul style="list-style-type: none"> • Sequence: details arranged according the way they are happening. • Chronological: details arranged according to the order they happened in time. • Use knowledge of words and phrases that signal an author’s organizational pattern <ul style="list-style-type: none"> • Signal words: <i>first, second, third, next, then, following, as soon as, finally.</i> • Signal words: <i>after, afterward, as soon as, while,</i> | <p>6.4 The student will read and learn the meaning of unfamiliar words and phrases: APPLY KNOWLEDGE OF REFERENCES.</p> <p>GENERAL REFERENCE MATERIALS</p> <ul style="list-style-type: none"> • Select an appropriate resource for a given task. <ul style="list-style-type: none"> • General or specialized encyclopedia. • Atlas or globes. • Almanac. <p>7.9 The student will apply knowledge of appropriate reference materials.</p> <p>REFERENCE MATERIALS</p> <ul style="list-style-type: none"> • Use print and electronic sources as resource tools to locate information in books and articles. <ul style="list-style-type: none"> • Reference books. • Magazine. • Online resources. <p>DERIVATIONAL SUFFIXES</p> <ul style="list-style-type: none"> • Expand vocabulary by applying understanding of how suffixes change the way the word is used <ul style="list-style-type: none"> • -ant • -ent • -ary • -ery |

THEME

- Describe and identify theme in a text.

AUTHOR'S CRAFT

- Describe the images created by simile.

during, before.

- Signal words: dates.
- Use graphic organizer to organize and synthesize details
 - Timeline.
 - Sequence organizer.
 - Flow chart.
- Identify the purpose of the text.

PROCESS/HOW TO

- Use knowledge of text structures to aid comprehension
 - Sequence: details arranged according to the order in which they happen.
 - **Cause/effect**: details arranged to show connections between a result and the events that preceded it.
- Use graphic organizer to organize and synthesize details
 - Timeline.
 - Sequence organizer.
 - Flow chart.
- Use knowledge of words and phrases that signal an author's organizational pattern.

PREFIXES

- Expand vocabulary by applying understanding of how prefixes change meaning
 - bio- • con-
 - mono-

LATIN AND GREEK ROOTS

- Expand vocabulary by applying understanding or roots
 - struct • spec
 - judg • vis