

**Course Description**

This course is designed to support and develop student proficiency in vocabulary, comprehension, and reading strategies.

**Scope and Sequence**

Timeframe	Unit	Instructional Topics
6 Week(s)	Word Study	1. Word History 2. Sentence Structure 3. Sight Words and Phrases 4. Syllables 5. Connotation and Denotation 6. Context Clues 7. Reference Materials
6 Week(s)	Pre-Reading Strategies/Focus	1. Importance of Pre-Reading 2. Purpose for Reading 3. Analyzing Text Features 4. Analyzing Text Structures 5. Pre-Reading Strategies to Make Predictions 6. Pre-Reading Strategies to Activate Prior Knowledge and Make Connections
8 Week(s)	Reading Comprehension	1. Visual Elements 2. Reading Strategies 3. Inferences 4. Visualization 5. Summarization 6. Use of graphic organizers 7. Discussion
6 Week(s)	Analysis of Informational Text	1. Author's Purpose 2. Main Idea 3. Analysis of Argumentation Texts 4. Gather relevant sources
5 Week(s)	Informal & Formal Assessment Preparation	1. Assessment Vocabulary and Terminology 2. Test Practice and Analysis of District Benchmark Assessments
5 Week(s)	Synthesis	1. Steps for Synthesizing 2. Synthesizing & Reading: Expanded Thinking 3. Synthesizing: Original Thoughts & Big Ideas

**Prerequisites**

\* Students are placed in the course based on state assessment data, benchmark data, and eValue growth measures.

**Course Details**

**UNIT: Word Study** -- 6 Week(s)

**Unit Description**

This unit focuses on word attack skills and decoding to support students growing in their ability to read and comprehend increasingly complex texts.

**Enduring Understandings/Essential Learner Outcomes**

- Identify Greek and Latin prefixes, suffixes, and base words and use them to determine meaning of unknown words.
- Be aware of the difference between syllables types and how we can use those to read and pronounce words correctly.
- Know the difference between denotative and connotative meanings.
- Know how, when, and where authors implement context clues in a text to use when trying to establish a word's meaning.
- Be aware of which reference materials can be used to accomplish a specific goal.

**Academic Vocabulary**

## Supplemental Reading

Wright City R-II  
English Language Arts  
Grades 6 - 8, Duration 1 Year  
Elective Course

Base/root word  
Prefix  
Suffix  
Closed syllables  
Vowel-consonant-e (VCe syllables)  
Open syllables  
Vowel team syllables  
Vowel-r (r-controlled syllables)  
Consonant-le (C-le) syllables  
Simple syllables  
Complex syllables  
Denotative  
Connotative  
Context clues  
Analogy  
Appositive  
Dictionary  
Encyclopedia  
Thesaurus

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### **TOPIC: Word History** -- 15 Day(s)

#### **Description**

In this topic, students will learn how the orthography of the English language is affected by loan-words and borrowed words. Students will understand that many English words have Latin and Greek roots and will develop word attack skills based on roots, prefixes, and suffixes. Students will also have a working understanding of how morphological derivation frequently changes the part of speech of a word.

#### **Academic Vocabulary (What terms will students need to know?)**

Morpheme  
Morphemic  
Prefix  
Suffix  
Base/root word

#### **Learning Targets**

I can decode a word by deriving meaning from prefixes, suffixes, and Latin and Greek roots.

Significant time will be spent on the development of word decoding skills related to Greek and Latin roots and affixes.

ELA.6.RI.1.B

I can use various decoding skills to determine the meaning of content-specific/academic vocabulary.

ELA.6.RI.1.B

I can use word parts to derive the meaning of a word.

ELA.6.RI.1.B

I can connect words that are related to each other because they have the same base or root word (*direct, direction, directional*).

ELA.6.RI.1.B

I can recognize base words and remove prefixes and suffixes to break them down and solve them.

ELA.6.RI.1.B

I can become an expert on a specific Greek or Latin prefix and teach my classmates about its history and usage.

ELA.6.RI.1.B

ELA.7.RI.1.B

ELA.8.RI.1.B

I can become an expert on Greek or Latin suffix and teach my classmates about its history and usage.

ELA.6.RI.1.B

ELA.7.RI.1.B

ELA.8.RI.1.B

**TOPIC: Sentence Structure** -- 3 Day(s)

**Description**

Students will review different sentence structures and learn how to utilize that knowledge to more fully comprehend a text.

**Academic Vocabulary (What terms will students need to know?)**

Sentence structure

Clause

Independent clause

Dependent clause

Compound sentence

**Learning Targets**

I can break down a compound sentence into its component parts to determine what the text is trying to say.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can break down a complex sentence into its component parts to establish meaning in the text.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

**TOPIC: Sight Words and Phrases** -- 2 Day(s)

**Description**

Students will be reinforce their knowledge and fluency in reading sight words and also be exposed to the most commonly used sight word phrases that they will encounter in their reading.

**Academic Vocabulary (What terms will students need to know?)**

Sight words

Sight word phrases

Fluency

**Learning Targets**

As I read, I can encounter a sight word and read through it fluently without hesitation.

ELA.6.RI.2.C      ELA.7.RI.2.C      ELA.8.RI.2.C

I can create sentences using sight phrases.

ELA.6.W.2.A      ELA.7.W.2.A      ELA.8.W.2.A

I can use a sight word phrase to gain a deeper understanding of what the text is trying to say.

ELA.6.RI.1.A      ELA.7.RI.1.A      ELA.8.RI.1.A

**TOPIC: Syllables** -- 3 Day(s)

**Description**

Students will gain an understanding of syllable types and begin using this knowledge of syllables to decode and pronounce unfamiliar words.

**Academic Vocabulary (What terms will students need to know?)**

- Closed syllables
- Vowel-consonant-e (VCe) syllables
- Open syllables
- Vowel team syllables
- Vowel-r syllables/r-controlled syllables
- Consonant-le (C-le) syllables
- Simple syllables
- Complex syllables

**Learning Targets**

I can recognize and use syllables to decode unfamiliar words.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I know and can explain the difference between an open and closed syllable.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can explain the differences between VCe, vowel team, r-controlled syllables, and C-le syllables.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can explain the difference between simple and complex syllables and use that knowledge to pronounce an unknown word correctly.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

**TOPIC: Connotation and Denotation** -- 2 Day(s)

**Description**

Students will learn the differences between denotative and connotative meanings and be able to evaluate how a denotative or connotative meaning works within a text.

**Academic Vocabulary (What terms will students need to know?)**

- Denotation/denotative
- Connotation/connotative

**Learning Targets**

I can explain the difference between denotative and connotative word meanings.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can evaluate how the use of a connotative or denotative meaning works in a text.

ELA.6.RI.2.C      ELA.7.RI.2.C      ELA.8.RI.2.C

I can explain how the connotative definition of a word establishes meaning in a text.

ELA.6.RI.1.A      ELA.6.RI.2.C      ELA.7.RI.1.B      ELA.7.RI.2.C      ELA.8.RI.1.B  
 ELA.8.RI.2.C

**TOPIC: Context Clues** -- 3 Day(s)

**Description**

Students will learn a variety of strategies that can be used to identify context clues within a text and be able to use those context clues to help establish meaning of unknown words.

**Academic Vocabulary (What terms will students need to know?)**

Context clues  
 Appositive  
 Analogy  
 Synonym  
 Antonym

**Learning Targets**

I can use context clues to determine the meaning of unfamiliar words and phrases.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can use the context of a sentence, paragraph, or whole text to help determine the precise meaning of a word.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can use graphics and text features to determine the precise meaning of unfamiliar words.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can use context clues to determine the precise meaning of words that have multiple meanings.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can identify an appositive in a sentence and utilize it as a context clue when appropriate.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

**TOPIC: Reference Materials** -- 2 Day(s)

**Description**

Students will learn about a variety of print and online resources that they can use to establish the meaning or multiple meanings of a word. They will learn how to find the origin, part of speech, and pronunciation of a word using those reference materials.

**Academic Vocabulary (What terms will students need to know?)**

Dictionary  
 Encyclopedia  
 Thesaurus

**Learning Targets**

I can use both print and online reference materials to determine the meaning of words.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can use the dictionary to discover word history.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

I can use the pronunciation guide in a dictionary.

ELA.6.RI.1.B      ELA.7.RI.1.B      ELA.8.RI.1.B

**UNIT: Pre-Reading Strategies/Focus** -- 6 Week(s)

**Unit Description**

In this unit, students will develop pre-reading strategies to activate prior knowledge and study text features to predict and establish a purpose for reading.

**Enduring Understandings/Essential Learner Outcomes**

Be aware of all the pre-reading strategies at a reader's disposal.  
 Acknowledge the importance of pre-reading a challenging text.  
 Know that activating prior knowledge, making predictions, and posing questions can give a reader purpose.

**Academic Vocabulary**

# Supplemental Reading

Wright City R-II  
English Language Arts  
Grades 6 - 8, Duration 1 Year  
Elective Course

Pre-reading  
Author's purpose  
Title  
Subtitle  
Heading  
Caption  
Text structure  
Organizational pattern (description, chronological, cause/effect, compare/contrast, problem/solution)  
Prior knowledge  
Brainstorming  
Mind/concept mapping  
Group discussion  
KWL chart

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## **TOPIC: Importance of Pre-Reading** -- 2 Day(s)

### **Description**

Students will learn and understand the importance of pre-reading a text or visual before diving into the act of reading, just like it is important to stretch or warm up before a practice or a game.

### **Academic Vocabulary (What terms will students need to know?)**

Pre-reading

### **Learning Targets**

I can explain how pre-reading a text is like warming up before a practice and why it is important.

ELA.6.SL.1.C

ELA.7.SL.1.C

ELA.8.SL.1.C

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## **TOPIC: Purpose for Reading** -- 10 Day(s)

### **Description**

Students will learn how to establish a purpose for their reading by asking questions, making predictions, and defending their opinions. Students will also begin analyzing the author's purpose in writing their work and how that purpose is established.

### **Academic Vocabulary (What terms will students need to know?)**

Author's purpose

Humor

Satire

Inform

Persuade

Argue

### **Learning Targets**

I can identify an author's purpose for writing.

ELA.6.RI.2.B

ELA.7.RI.2.B

I can invent my own purpose for reading by asking questions like "Why do I need to know this?" or "How could reading this make me better?"

ELA.6.RI.1.A

ELA.7.RI.1.A

ELA.8.RI.1.A

I can describe the different purposes one might have for reading a selected text.

ELA.6.RI.2.B

ELA.7.RI.2.B

I can analyze and describe how an author's purpose is developed or changes throughout the reading of a text.

ELA.6.RI.2.B

ELA.7.RI.2.B

I can identify what aspects of a text contribute to the author's purpose for writing that text.

ELA.6.RI.2.B

ELA.7.RI.2.B

ELA.8.RI.2.B

**TOPIC: Analyzing Text Features** -- 5 Day(s)

**Description**

Students will learn the text features that are at their disposal as they pre-read a selected text to activate prior knowledge and predict what the reading will be about.

**Academic Vocabulary (What terms will students need to know?)**

- Title
- Subtitle
- Heading
- Caption

**Learning Targets**

I can identify text features as I pre-read and use them to activate my prior knowledge regarding the topic.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
I can identify text features as I pre-read and use them to make a prediction of what the reading could be about.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
I can identify text features as I pre-read and use them to establish a purpose for my reading.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A

**TOPIC: Analyzing Text Structures** -- 5 Day(s)

**Description**

Students will learn about the different text structure that authors employ when writing and how they can use those text structures to comprehend and make meaning out of the piece.

**Academic Vocabulary (What terms will students need to know?)**

- Text structure
- Organizational pattern
- Description
- Chronological
- Cause and effect
- Compare/contrast
- Problem/solution

**Learning Targets**

I can explain the differences between text structures (description, chronological, cause/effect, compare/contrast, problem/solution).		
ELA.6.RI.2.A	ELA.7.RI.2.A	ELA.8.RI.2.A
I can use my knowledge of text structure to determine what a passage is trying to say.		
ELA.6.RI.2.A	ELA.7.RI.2.A	ELA.8.RI.2.A
During my pre-reading, I can determine what text structure(s) an author employs and make a prediction for why that might be given the author's purpose.		
ELA.6.RI.2.A	ELA.7.RI.2.A	ELA.8.RI.2.A

**TOPIC: Pre-Reading Strategies to Make Predictions** -- 3 Day(s)

**Description**

Students will learn about a variety of strategies that they can implement while pre-reading to make predictions about a text both individually and in the whole class setting.

**Academic Vocabulary (What terms will students need to know?)**

- Prediction
- Text features
- Author's purpose

**Learning Targets**

I can predict and defend my prediction of what a text will be about using text features such as the title, subtitle, and pictures.

ELA.6.RI.1.A      ELA.7.RI.1.A      ELA.8.RI.1.A

I can predict the author's purpose for writing a text using text features.

ELA.6.RI.2.B      ELA.7.RI.2.B

I can create a mind map to activate prior knowledge about a reading and track the new information I learn throughout the

ELA.6.RI.1.A      ELA.7.RI.1.A      ELA.8.RI.1.A

**TOPIC: Visual Elements** -- 3 Day(s)

**Description**

Students will be able to identify various visual elements in informational texts and explain why these are used and how these contribute to the text's overall meaning and purpose.

**Academic Vocabulary (What terms will students need to know?)**

- Chart
- Graph
- Heading
- Map
- Photo

**Learning Targets**

I can use a KWL chart to activate my prior knowledge and make connections about something I'm going to read.

ELA.6.RI.1.C      ELA.7.RI.1.C      ELA.8.RI.1.C

I can brainstorm within a group discussion to activate my prior knowledge regarding a text I'm about to read.

ELA.6.SL.2.A      ELA.6.SL.2.B      ELA.7.SL.2.A      ELA.7.SL.2.B      ELA.8.SL.1.C  
 ELA.8.SL.2.A      ELA.8.SL.2.B

I can create a mind map to activate prior knowledge about a reading and track the new information I learn throughout the reading.

ELA.6.RI.1.A      ELA.6.RI.1.C      ELA.6.RI.1.D      ELA.7.RI.1.A      ELA.7.RI.1.C  
 ELA.7.RI.1.D      ELA.8.RI.1.A      ELA.8.RI.1.C      ELA.8.RI.1.D

**UNIT: Reading Comprehension** -- 8 Week(s)

**Unit Description**

In this unit, students will develop the skills of good readers such as the use of structures/organizers to support comprehension, constructing images, summarizing, drawing conclusions and inferences, and interacting with text. Students will also develop fluency in their oral reading.



## **TOPIC: Visual Elements** -- 3 Day(s)

### **Description**

Students will be able to identify various visual elements in informational texts and explain why these are used and how these contribute to the text's overall meaning and purpose.

### **Academic Vocabulary (What terms will students need to know?)**

Chart  
Graph  
Heading  
Map  
Photo  
Caption

### **Learning Targets**

I can analyze how the text features (charts/graphs/headings/maps/photos) of an informational text support the author's main idea.

ELA.6.RI.1.A

I can interpret information or data from a visual element in an informational text and can explain the author's purpose in using the visual element.

ELA.6.RI.1.C

I can determine the effectiveness of a visual in relation to the author's purpose for writing.

ELA.6.RI.1.C

ELA.7.RI.1.C

ELA.8.RI.1.C

## **TOPIC: Reading Strategies** -- 15 Day(s)

### **Description**

Students will be provided and taught multiple reading strategies to aid them during the actual independent reading process. The use of chunking, annotating, connective charts, and other structures will be practiced, utilized, and assessed in order for students to determine which strategies are effective for them to use to comprehend texts.

### **Learning Targets**

I can annotate an unknown text to ensure close reading and deeper understanding.

ELA.6.RI.3.D

I can cite evidence from an informational text to support a conclusion, inference, or an analysis of the work.

ELA.6.RI.1.A

I can cite textual evidence to support analysis of a text.

ELA.6.RI.1.A

When reading, I can use a reading strategy to aid in my comprehension of an unknown text.

ELA.6.RI.3.D

While reading an informational text, I can make inferences based on evidence from the text.

ELA.6.RI.1.A

I can use advanced organizers, access prior knowledge, and utilize word skills to fluently read and comprehend new texts.

ELA.8.RI.3.D

I can access information from material learned in another discipline to aid in analysis of an informational text.

ELA.7.RI.3.C

**TOPIC: Inferences** -- 5 Day(s)

**Description**

Students will learn, practice, and refine the skill of making inferences from a text. Emphasis will be placed on not only inferring information, but also defending those inferences with relevant textual evidence.

**Academic Vocabulary (What terms will students need to know?)**

Infer  
 Evidence  
 Support  
 Explicit  
 Implicit

**Learning Targets**

I can describe what it means to make an inference.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
I can infer information that isn't actually shown in a commercial.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
I can infer information that isn't actually depicted in an illustration/picture.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
I can infer information that isn't explicitly stated in a text.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
I can defend my inferences using relevant textual details as support.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A

**TOPIC: Visualization** -- 4 Day(s)

**Description**

Students will learn the value of visualizing certain parts of their reading to gain a deeper understanding of what is being read.

**Academic Vocabulary (What terms will students need to know?)**

Visualization  
 Sensory details

**Learning Targets**

I can use the strategy of visualization to form a mental image of what is going on in a text.		
ELA.6.RI.1.C	ELA.7.RI.1.C	ELA.8.RI.1.C
I can use relevant textual details to support the mental image I have at a certain moment in reading.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
While reading, I can recognize when I need to stop and visualize in order to comprehend the text.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A
I can identify sensory details within a text that I am reading in order to form a mental image.		
ELA.6.RI.1.A	ELA.7.RI.1.A	ELA.8.RI.1.A

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**TOPIC: Summarization** -- 5 Day(s)

**Description**

Students will be able to succinctly summarize a variety of informational texts in an objective manner.

**Academic Vocabulary (What terms will students need to know?)**

paraphrase  
summary  
objective  
subjective  
succinct

**Learning Targets**

I can write an objective summary of a written informational text without paraphrasing or citing from the text.

Students should progress from smaller paragraphs to lengthier passages throughout this activity.

ELA.8.RI.1.D

I can paraphrase sections of an informational text that point to the main idea.

ELA.8.RI.1.D

I can be a part of a meaningful, post-reading discussion in which I state a belief or opinion and back it up with relevant

ELA.8.RI.1.D

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**TOPIC: Use of graphic organizers** -- 3 Day(s)

**Description**

Students will be provided and will utilize a variety of advanced and graphic organizers to aid in reading complex texts.

**Learning Targets**

Using an advanced organizer, I can read an informational text and analyze its main idea.

ELA.6.RI.3.D

I can use a graphic organizer to clarify my thoughts and analyses of informational texts.

ELA.6.RI.3.D

**TOPIC: Author's Purpose** -- 5 Day(s)

**Description**

In this topic, students will be exposed to various types of informational texts and will eventually uncover and explain the

**Academic Vocabulary (What terms will students need to know?)**

Author's purpose  
 Claim

**Learning Targets**

I can be a part of a meaningful discussion with my peers in which I ask questions relevant to our reading.				
ELA.6.RI.1.A	ELA.6.SL.1.B	ELA.6.SL.2.A	ELA.6.SL.2.B	ELA.7.RI.1.A
ELA.7.SL.1.A	ELA.7.SL.1.B	ELA.7.SL.2.A	ELA.7.SL.2.B	ELA.8.RI.1.A
ELA.8.SL.1.A	ELA.8.SL.1.B	ELA.8.SL.2.A	ELA.8.SL.2.B	

I can be a part of a meaningful post-reading discussion in which I can acknowledge another person's point of view and respond to it appropriately.

ELA.6.SL.1.A	ELA.6.SL.1.B	ELA.6.SL.2.A	ELA.6.SL.2.B	ELA.7.SL.1.A
ELA.7.SL.1.B	ELA.7.SL.2.A	ELA.7.SL.2.B	ELA.8.SL.1.A	ELA.8.SL.1.B
ELA.8.SL.1.C	ELA.8.SL.2.A	ELA.8.SL.2.B		

I can effectively fulfill my role within a Socratic Seminar.		
ELA.6.SL.1.A	ELA.7.SL.1.A	ELA.8.SL.1.A

I can be a part of a meaningful, post-reading discussion in which I state a belief or opinion and back it up with relevant textual support.

ELA.6.RI.1.A	ELA.6.SL.2.A	ELA.6.SL.2.B	ELA.7.RI.1.A	ELA.7.SL.2.A
ELA.7.SL.2.B	ELA.8.RI.1.A	ELA.8.SL.2.A	ELA.8.SL.2.B	

**UNIT: Analysis of Informational Text** -- 6 Week(s)

**Unit Description**

This unit will focus specifically on supplying students with the skills and strategies needed to analyze and evaluate non-fiction informational texts.

## **TOPIC: Author's Purpose** -- 5 Day(s)

### **Description**

In this topic, students will be exposed to various types of informational texts and will eventually uncover and explain the author's intended purpose, whether it be to inform, to humor, to persuade, to argue, or to explain a process. Students will learn to read carefully for the purpose of understanding an author's intentions for them.

### **Academic Vocabulary (What terms will students need to know?)**

Author's purpose  
Claim  
Evidence  
Reasoning  
Figurative language  
Metaphor  
Simile  
Personification  
Repetition

### **Learning Targets**

I can explain how the point of view of an informational text contributes to the author's purpose.

ELA.6.RI.2.B

I can identify an author's argument in an informational text.

ELA.6.RI.2.D

I can determine how a specific word or group of words affects the mood of the piece.

ELA.6.RI.2.C

I can determine how figurative language (metaphors, similes, etc.) creates a better understanding of what I am reading.

ELA.6.RI.2.C

I can explain how the main idea of a historical, informational text reflects on the historical context in question.

ELA.6.RI.2.C

## **TOPIC: Main Idea** -- 5 Day(s)

### **Description**

Students will be able to read informational texts written for a variety of purposes and determine and explain the main idea of the text. Students should not only be able to state what the main idea of the text is, but they should be able to point out the evidence (words, phrases, passages, citations, text features) that support that this is the main idea.

### **Learning Targets**

I can cite textual evidence to support analysis of a text.

ELA.6.RI.1.A

I can read an informational text and explain what the main idea of the text is using support from the text itself.

ELA.6.RI.3.D

I can read and summarize an informational text.

ELA.6.RI.3.D

I can explain how the main idea of a historical, informational text reflects on the historical context in question.

ELA.6.RI.3.C

ELA.7.RI.3.C

ELA.8.RI.3.C

**TOPIC: Analysis of Argumentation Texts** -- 15 Day(s)

**Description**

In this topic, students will learn the specific aspects of argumentative writing, and will analyze and evaluate multiple argumentative texts, including comparing and contrasting pieces that take disparate sides of the same issue.

**Academic Vocabulary (What terms will students need to know?)**

Bias  
Claim  
Primary Source  
Secondary Source  
Opinion  
Evidence  
Credibility

**Learning Targets**

I can evaluate an author's use of bias in an informational text and explain methods of improvement to make the argument more sound.

ELA.7.RI.2.D

I can analyze the source material used by an author in an argument and determine whether the information fully supports the author's claim.

ELA.7.RI.2.D

I can analyze the source material used by an author in an argument and determine whether the information is credible.

ELA.7.RI.2.D

I can analyze the source material used by an author in an argument and determine whether the information is relevant.

ELA.7.RI.2.D

I can analyze which claims used by an author are supported fully by evidence and which are not.

ELA.6.RI.2.D

I can evaluate the effectiveness of evidence that support an argument's claims and provide a written discourse explaining my evaluation.

ELA.6.RI.2.D

I can identify an author's argument in an informational text.

ELA.6.RI.2.D

I can identify examples of bias in informational texts.

I can identify and evaluate an author's claim in an argumentative text.

ELA.8.RI.2.D

I can explain the relationship between the main idea of an argumentative text and the supporting evidence provided.

ELA.8.RI.2.D

I can write an expository (without personal opinion or bias) summary of an argumentative text.

ELA.7.RI.1.D

I can analyze two texts about the same topic and identify where the texts disagree on matters of opinion.

ELA.8.RI.3.B

I can analyze two texts on the same topic and evaluate (independent of personal opinion) which text better supports claims with evidence.

ELA.8.RI.3.B

## **TOPIC: Assessment Vocabulary and Terminology** -- 2 Week(s)

### **Description**

Students will learn how to decode and comprehend vocabulary words and language that aligns to our district and state

### **Learning Targets**

I can cite textual evidence from a source that supports a claim.

ELA.8.RI.1.A

I can draw a conclusion about an author's argument by analyzing what the text says explicitly.

ELA.8.RI.1.A

I can draw a conclusion about an author's argument by analyzing what the text infers.

ELA.8.RI.1.A

I can interpret visual elements of a text (chart, graph, map) and draw conclusions from the information to support a claim.

ELA.8.RI.1.C

## **UNIT: Informal & Formal Assessment Preparation** -- 5 Week(s)

### **Unit Description**

This unit will address students individual developmental needs in the area of assessment language and comprehension that specifically targets vocabulary knowledge and comprehension. Students will individually progress monitor short and long term goals for understanding and applying test-taking language and comprehending text questions that are structured using informational and non-fiction text. Students will learn the fundamentals of deconstructing assessment questions and related reading resources that are aligned with correlating reading content and questions.

### **Enduring Understandings/Essential Learner Outcomes**

- Students will come away with a deeper understanding on how to track and monitor one's own understanding and abilities as an independent reader, when decoding and comprehending informal and formal assessments.
- Students will develop a connections between specific word choice/vocabulary during the reading process of informal/formal assessment passages and questions.
- Students will apply learned reading abilities skills, in order to sustain reading and analyze what the assessment questions are asking of them during an informal/formal assessment.
- Students will apply metacognitive processes to successfully comprehend various test/assessment passages and questions.

### **Academic Vocabulary**

Clarifying  
Comprehension Monitoring  
Connections  
Cooperative Learning  
Decoding  
Engagement  
Fluency  
Graphic Organizer  
Interest  
Predicting  
Prior Knowledge  
Story Structure  
Scaffolding  
Summarizing  
Sustained

**TOPIC: Assessment Vocabulary and Terminology** -- 2 Week(s)

**Description**

Students will learn how to decode and comprehend vocabulary words and language that aligns to our district and state assessment. Students will develop fundamental reading skills that are age and grade level appropriate for their individual reading needs and abilities by applying and using vocabulary assessment language.

**Academic Vocabulary (What terms will students need to know?)**

Accurately  
Assessment  
Decoding  
Concept  
Comprehend  
Context Clues  
Explicitly  
Interpret  
Performance  
Problem-Solve  
Syllables  
Syllabication  
Vocabulary

**Learning Targets**

I can use and apply test taking language in order to comprehend what the assessment questions and related reading passages are stating explicitly.

I can apply vocabulary decoding and reading strategies to complex test assessments, and understand what the directions, and questions are asking of me to do, in order to respond correctly to the questions prompts.

I can successfully respond and answer grade level questions from a variety of assessment types.

**Assessment:** Grade Level Proficiency  
Student Goal Setting Data  
Formal Assessments (Gates-MacGinitie Reading Test - Mature level 3)  
Informal Assessments

I can utilize assessment vocabulary to make sense of questions.

ELA.7.RI.1.B

I can analyze scoring guides and written responses to test questions to determine whether an answer meets organizational structures.

Students will be provided questions, released or completed written answers, and scoring guides. Students can analyze an answer and determine, with accuracy, where the answer falls on the scoring guide.

ELA.8.RI.2.A



## **TOPIC: Steps for Synthesizing** -- 10 Day(s)

### **Description**

In this supplemental reading unit, students will learn the fundamental skills on how to transfer literal text into a deeper meaning, using synthesizing techniques and several selected reading resources on the same topic/author.

### **Learning Targets**

I can use a variety of deconstruction methods to analyze word choice in test questions.

Students will learn to break down questions and question stems in order to fully understand what they are being asked to do, even when the question itself is difficult.

ELA.8.RI.1.A

I can analyze test question items and eliminate distractors.

ELA.6.RI.3.D

When evaluating test items, I can analyze how the words used in questions and answer choices contributes to meaning.

ELA.7.RI.2.C

I can analyze constructed response questions on assessments to determine specifically what is being required based on the word choice and sentence structure of the questions.

ELA.8.RI.2.C

## **UNIT: Synthesis** -- 5 Week(s)

### **Unit Description**

This unit will address the concept of synthesis through the uses of comparative connections, utilizing informational text and selected varied resources. Developing readers will make connections and pull together the most relevant and important part of a text, gaining new insight and outcomes during the reading process, and support their claim using the writing process.

### **Enduring Understandings/Essential Learner Outcomes**

Students will expand their thinking and make connections to how their individual thought processes evolve after reading a variety of resources on the same topic.

Students will gain new insight, after pulling together and making connections to the most important parts/points of what a text states explicitly, by monitoring their thought processes using synthesizing organizers and guidelines.

Students will demonstrate the ability to move beyond a selected text/passage and select the most meaningful information, while developing their own original thought and/or big idea about the topic.

### **Academic Vocabulary**

Connection  
During  
Evolving  
Explicitly  
Inferencing/Infer  
Inquiry  
Insight  
Imagery/Image  
Importance/Important  
Lesson  
Meaningful  
Prior  
Processes  
Post  
Questioning  
Schema  
Stated  
Story  
Synthesize

## Supplemental Reading

Wright City R-II  
English Language Arts  
Grades 6 - 8, Duration 1 Year  
Elective Course

Thinking  
Topic  
Thought

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### **TOPIC: Steps for Synthesizing** -- 10 Day(s)

#### **Description**

In this supplemental reading unit, students will learn the fundamental skills on how to transfer literal text into a deeper meaning, using synthesizing techniques and several selected reading resources on the same topic/author.

Students will connect different text and/or passages, while applying synthesizing techniques and strategies: determining importance, schema, connections, inferencing, imagery, and questioning methods.

#### **Academic Vocabulary (What terms will students need to know?)**

Asking Questions  
Determining Importance  
Inference/Inferencing  
Making Connections  
Mental/Visual Imagery  
Schema/Background Knowledge

#### **Learning Targets**

I can analyze two texts about the same topic and identify where the texts disagree on matters of opinion.

ELA.8.RI.3.B

I can analyze two texts on the same topic and evaluate (independent of personal opinion) which text better supports claims with evidence.

ELA.8.RI.3.B

I can read varying informational accounts of similar content and analyze the similarities and differences in author's purpose and presentation.

ELA.6.RI.3.B

**TOPIC: Synthesizing & Reading: Expanded Thinking** -- 8 Day(s)

**Description**

In this unit of supplemental reading, students will apply synthesizing reading techniques, during the reading process of selected text/authors.

Students will demonstrate a deeper understanding and make connections to multiple text on similar topics and/or literary work produced by one author, using synthesizing reading techniques.

**Academic Vocabulary (What terms will students need to know?)**

Background Knowledge  
Connections  
Determine  
Experience  
Inferences/Infer  
Imagery/Image  
Predicting  
Prior  
Questioning  
Relevant  
Summary  
Schema  
Synthesizing

**Learning Targets**

I can analyze two texts about the same topic and identify where the texts disagree on matters of opinion.

ELA.8.RI.3.B

I can analyze two texts on the same topic and evaluate (independent of personal opinion) which text better supports claims with evidence.

ELA.8.RI.3.B

I can read varying informational accounts of similar content and analyze the similarities and differences in author's purpose and presentation.

ELA.6.RI.3.B

**TOPIC: Synthesizing: Original Thoughts & Big Ideas** -- 7 Day(s)

**Description**

In this unit, students will analyze and think critically about what is the most relevant/important point from multiple text selections/resources, and thoughtfully defend, justify and elaborate on the topic using the writing process.

Students will take what they learned from a variety of sources, and demonstrate age/grade level comprehension, in a cohesive/coherent writing format.

**Academic Vocabulary (What terms will students need to know?)**

Beyond  
Coherent  
Cohesive  
Connecting  
Explicitly  
Insightful  
Meaningful  
Processing  
Purposeful  
Stated  
Summarizing

**Learning Targets**

I can analyze two texts about the same topic and identify where the texts disagree on matters of opinion.

ELA.8.RI.3.B

I can analyze two texts on the same topic and evaluate (independent of personal opinion) which text better supports claims with evidence.

ELA.8.RI.3.B

I can read varying informational accounts of similar content and analyze the similarities and differences in author's purpose and presentation.

ELA.6.RI.3.B