

<b>Course Title – Reading</b>	
<b>Implement start year – 2018-2019</b>	
<b>Revision Committee Members, email, extension –</b> Gabby Hazlett, <a href="mailto:ghazlett@lrhdsd.org">ghazlett@lrhdsd.org</a> , x8296 Jennifer Morgan, <a href="mailto:jmorgan@lrhdsd.org">jmorgan@lrhdsd.org</a> , x8009	
<b>Unit # , topic – #2, Reading Comprehension</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to utilize different types of reading comprehension strategies based on genre and purpose.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2016 NJSL Standard(s), Strand(s)/CPI #</b>          (http://www.state.nj.us/education/cccs)</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R.10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.1.1. Ask and answer questions about key details in a text.</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b>  <b>( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</b></p> <p><input checked="" type="checkbox"/> Global Awareness  <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy  <input type="checkbox"/> Civic Literacy  <input type="checkbox"/> Health Literacy  <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i>  <input type="checkbox"/> Creativity and Innovation  <input type="checkbox"/> Critical Thinking and Problem Solving  <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i>  <input checked="" type="checkbox"/> Information Literacy  <input type="checkbox"/> Media Literacy  <input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

<p>RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.</p> <p>RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p><i>Life and Career Skills:</i></p> <p><input type="checkbox"/> Flexibility and Adaptability</p> <p><input type="checkbox"/> Initiative and Self-Direction</p> <p><input type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><input type="checkbox"/> Leadership and Responsibility</p>
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i> texts, regardless of genre, prose or purpose, provides information.</p> <p><i>EU 2</i> reading becomes meaningful when connections to prior knowledge and experience can be made.</p> <p><i>EU 3</i> reading is an essential life skill that needs to be practiced and encompasses all aspects of life.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How can reading inform, instruct, or entertain me?</li> <li>• How can reading communicate ideas, feelings and information?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• How can I relate text to my present and past experiences?</li> <li>• What else have I read, heard or viewed that connects with this text?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How could reading influence my success in life now and in the future?</li> <li>• How might I further the process of reading and improve my skills into adulthood?</li> </ul>

<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• how to analyze text to gather meaning.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• how to apply prior knowledge and experience when reading.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• how to apply reading skills to all aspects of life.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• identify the main idea, details and infer the purpose of text.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• activate prior knowledge and identify similarities between their lives and the text.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• demonstrate comprehension when reading a variety of texts.</li> </ul>
<p><b>Stage 2 – Assessment Evidence</b></p>	
<p><b>Other Recommended Evidence:</b> <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> <li>• Periodic Formative Assessment (teacher made tests, quizzes and worksheets)</li> <li>• Individual reading program assessments (for example, but not limited to - SPIRE, Acheive3000, Fluency Tutor)</li> </ul>	

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Research the topic of a story selection using the Internet prior to reading to become familiar with the concept. (A)
- Read a selection silently and highlight main ideas and key points. (A)
- Complete a graphic organizer to demonstrate reading comprehension. (A)
- Retell the main idea and details of a story after reading. (M)
- Complete a semantic map after reading a selection answering who, what, where, when and why. (M)
- Distinguish between the important vs. unimportant details in a given text by creating a 15 word summary to highlight the most important details. (T)
- Demonstrate the ability to follow written instructions by creating a list of instructions on how to complete a given task. The student reads the directions aloud to the teacher as the teacher models the directions. (T)