Unit: Phonological Awareness, Phonics, and Word Recognition

Focus Standards:

- CC.1.1.5.D - Know and apply grade-level phonics and word analysis skills in decoding words
- CC.1.1.5.E – Read with accuracy and fluency to support comprehension
- CC.1.3.9-10.I – Determining meaning of vocabulary

Unit Essential Question:

How can knowledge of phonics help improve decoding and word recognition?

Instructional Tools:

- Megawords I, 2, and 5
- Solving Language Difficulties (teacher resource)
- No Glamour Grammar (teacher resource)
- Initial and Advanced Reading Decks
- Latin and Greek Word Roots, Book 1 and Book 2

Concept:

- CC.1.1.5.D - Applying phonics in decoding words
- CC.1.1.5.D – Applying phonics in decoding words
- CC.1.1.5.E - Fluency

Lesson EQ:

- How do the seven syllabication patterns help readers decode unknown multisyllabic words?
- How can spelling rules help readers and writers decode and encode unknown words?
- How do the four goals of reading fluency improve fluency

Vocabulary:

- 7 Syllabication Patterns
- 3 Spelling Rules
- Prosody
**Concept:**

| CC.1.3.9-10-I – Determining meaning of vocabulary |

**Lesson EQ:**

| How can root words help readers decode unknown words and improve vocabulary? |

**Vocabulary:**

| Greek roots |
| Latin roots |
### Unit: Before-During-After Reading Strategies

#### Focus Standard:
- CC.1.3.9-10.A – Provide an objective summary of the text
- 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.1.3.9-10.B – Support analysis of what the text says explicitly, as well as inferences and conclusions

#### Unit Essential Question:
How do Before-During-After Reading Strategies improve reading comprehension?

#### Concept:

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<tr>
<td>CC.1.3.9-10.A – Provide an objective summary of the text</td>
<td>CC.1.3.9.10.K and CC.1.2.9-10.L - Read and comprehend literary fiction, nonfiction, and informational text</td>
<td>CC.1.3.9.10.B - Analyze inferences</td>
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#### Lesson EQ:

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<tr>
<td>What makes a summary objective?</td>
<td>What strategies do good readers use to help them understand text?</td>
<td>What strategies to good readers use to make inferences?</td>
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#### Vocabulary:

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<td>objective, subjective</td>
<td>Higher order After reading strategies</td>
<td>Reading between the lines</td>
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### Instructional Tools:
- Timely, high-interest text from print and/or Internet sources on varying grade levels
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.G – Write arguments to support claims in an analysis of substantive topics
- 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 (print or online)

Unit Essential Question:

How can reading independently and reflective journal writing improve reading comprehension?

Concept:

- CC.1.3.9-10.K – Read literary fiction independently
- CC.1.2.9-10.L – Read literary nonfiction and informational text independently
- CC.1.4.9-10.G – Write arguments to support claims

Lesson EQ:

- How do the strategies good readers use when reading and reflecting about fiction improve comprehension?
- How do the strategies do good readers use when reading and reflecting about nonfiction and informational text improve comprehension?
- How do writers make and support their claims?

Vocabulary:

- Fix up strategies
- Textual evidence
- Thesis
- Persuasive techniques
Concept:
CC.1.4.9-10.T – Develop and strengthen writing

Lesson EQ:
How can peer editing improve writing?

Vocabulary:
Collins writing -Type III
Focus Correction Area (FCA)
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

Instructional Tools:

- Complex text on a variety of topics and Lexile levels