

Course Name 7th Reading Seminar

Unit Title **Unit 1- Comprehension Monitoring when Independent Reading**
(This unit will be scaffolded through out the remaining units until independent use is mastered)

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Standards	Transfer	
<p>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.2.7.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</p> <p>CC.1.3.7.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p><i>Students will be able to independently use their strategies to monitor their comprehension of literary fiction and nonfiction on grade level and develop positive daily reading habits.</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p>U1: Good readers listen to their inner conversation when engaging in a text.</p> <p>U2: Good readers leave tracks of thinking as they create meaning from the text.</p> <p>U3: Good readers use strategies to provide support when they stray from the text.</p> <p>U4: Good readers recognize when they know or do not know something.</p> <p>U5: Good readers stop, think, and react to the text.</p>	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none">• What is the value of independent reading?• What is the value of reading various genres?
Acquisition		
<p><i>Students will know...</i></p> <p>K1: I know comprehension strategies are used to stay focused on the text or to help me refocus if I am distracted.</p> <p>K2: I know listening to my inner conversation builds understanding .</p>	<p><i>Individualized conferencing will focus on developing the following strategies (based on reading behaviors or skills) ...</i></p> <ul style="list-style-type: none">• I can recognize which strategy will be most useful for staying focused on the text.	

K3: I know paraphrasing key understandings enables me to summarize my learning.

- I can notice when I am confused and use strategies to provide clarity.
- I can ask global questions about the text as I read.
- I can ask clarifying questions about the text as I read.
- I can explore my thinking and making connections to the text as I monitor my inner conversation.
- I can make connections to real life, contemporary issues and problems across all genres/situations.
- I can identify distracting connections that disrupt my comprehension.
- I can merge my thinking with new learning.
- I can rethink my misconceptions: New learning changes thinking.
- I can build my background knowledge.
- I can infer [i.e. feelings, meanings of unfamiliar words, text and/or picture clues, and themes] to help me understand the text.
- I can visualize to support my comprehension.
- I can determine what is important in the text.
- I can retell my learning in order to summarize.
- I can paraphrase my learning in order to summarize.
- I can notice how my thinking changes as I read: Synthesizing

STAGE 2 | EVIDENCE

The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1

Performance Task(s):

Please provide a description in the space below or include a link to the performance task

The performance task specifically provides evidence of (Transfer, EU, EQ):

Other Assessment Evidence

Common Assessment(s), if any:

Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.

STAGE 3 | LEARNING PLAN

Summary of Key Learning Events and Instruction

AUGUST - SEPTEMBER

- Assess all students using *aReading* and *AUTOReading*
- Assess all students using the *Words Their Way* spelling inventory
- Use *Words Their Way* spelling inventory to determine if student needs further assessment in area of phonemic awareness
- If student needs further assessment in area of phonemic awareness, assess student using the *Phonological Awareness Screening Test* (PAST)
- After giving the *aReading* and *AUTOReading* assessment, assess red flag students using the Benchmark Assessment System (BAS) to get a better sense of his/her areas of need

AUGUST - JUNE: Phonemic Awareness and/or Phonics

- Students independently read a book of their choice for a total of 50-minutes per week - Work on building stamina
- *Small group* [Traditional model: first 10-minutes; Hybrid/Remote Models: Small group Google Meet or EdPuzzle activity]: Reinforce students with a deficiency in phonemic awareness with one-minute phonemic awareness activities (David Kilpatrick - *Equipped for Reading Success*)
- *Small group* [Traditional model: first 10-minutes; Hybrid/Remote Models: Small group Google Meet or **or other online source.**]: Reinforce students with a deficiency in phonics with sorting activities from *Words Their Way*.
- *Small group* [Traditional model: first 10-minutes; Hybrid/Remote Models: Small group Google Meet or **or other online source; such as EdPuzzle activity**]: Reinforce students' orthographic mapping using syllable study and/or morphemic awareness strategies

AUGUST - JUNE: Comprehension Monitoring

- [LINK](#): “Beginning-of-School” plan (a.k.a. UNIT 1)
- **Marking Period 1 - Initial instruction of the following strategies and modeling of “I can” statements**
 - Comprehension Monitoring: Model, guide, and independently practice **all** of the following strategies (suggested sources - **PRIMARY**: Harvey & Goudvis, Comprehension Toolkit: Monitoring Comprehension; **SECONDARY**: Harvey & Goudvis, *Strategies that Work [STW]*):
 - 1) The following terms should be taught during this first section of the unit: *monitoring, comprehension, techniques, persistent, focused, text features vs text structures, resources, self-monitor, self-correct, reread, and summarize*
 - 2) Following the inner conversation
SUGGESTED SOURCE: *The Comprehension Toolkit - Monitor Comprehension: Follow Your Inner Conversation*
 - 3) Noticing when we stray from inner conversation
SUGGESTED SOURCE: *The Comprehension Toolkit - Monitor Comprehension: Notice When You Lose Your Way*
(I can recognize which strategy will be most useful for staying focused on the text.)
 - 4) Knowing when you know and knowing when you don't know
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 81*; ALTERNATE SOURCE: Fountas & Pinnell's lesson *Notice When You Don't Understand What You're Reading and Take Action*, p. 544
(I can notice when I am confused and use strategies to provide clarity.)
 - 5) Noticing and exploring thinking
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 81*; ALTERNATE SOURCE: Fountas & Pinnell's lesson *Be Persistent*, p. 542
(I can explore my thinking and make connections to the text as I monitor my inner conversation.)
 - 6) Read, write, & talk
SUGGESTED SOURCE: *The Comprehension Toolkit - Monitor Comprehension: Read, Write, & Talk*; ALTERNATE SOURCE: Fountas & Pinnell's lesson *Stop to Think*, p. 546
 - *All five strategies can be related to either fiction or nonfiction text
 - Activating & Connecting to Background Knowledge: Model, guide, and independently practice **at least three** of the following strategies (suggested sources - **PRIMARY**: Harvey & Goudvis, Comprehension Toolkit: Activate & Connect;; **SECONDARY**: Harvey & Goudvis, *Strategies that Work [STW]*):
 - 1) Beginning to make connections
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 93*
(I can explore my thinking and make connections to the text as I monitor my inner conversation.)
 - 2) Text-to-self connections
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 94*
(I can make connections to real life, contemporary issues and problems across all genres/situations.)

- 3) Distracting connections
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 95*
(I can identify distracting connections that disrupt my comprehension.)
- 4) Text-to-text connections
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 96*
(I can make connections to real life, contemporary issues and problems across all genres/situations.)
- 5) Text-to-world connections
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 100*
(I can make connections to real life, contemporary issues and problems across all genres/situations.)
- 6) Noticing and thinking about new learning
SUGGESTED SOURCE: *The Comprehension Toolkit - Activate & Connect: Merge Your Thinking with New Learning*
(I can merge my thinking with new learning.)
- 7) Rethinking misconceptions
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 98*
(I can rethink my misconceptions: New learning changes thinking)
- 8) Build background knowledge
SUGGESTED SOURCE: *The Comprehension Toolkit - Activate & Connect: Activate & Build Background Knowledge*
(I can build my background knowledge.)

- Questioning: Model, guide, and independently practice **at least three** of the following strategies (suggested sources - **PRIMARY**: Harvey & Goudvis, *Comprehension Toolkit: Questioning*; **SECONDARY**: Harvey & Goudvis, *Strategies that Work [STW]*):
 - 1) Wondering as we learn new information
SUGGESTED SOURCE: *The Comprehension Toolkit - Ask Questions: Question the Text*
(I can ask global questions about the text as I read.)
 - 2) Thick & thin questions
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 115*
(I can ask clarifying questions about the text as I read.)
 - 3) Questioning to resolve confusion
SUGGESTED SOURCE: *The Comprehension Toolkit - Ask Questions: Ask Questions to Expand Thinking*
(I can ask clarifying questions about the text as I read.)
 - 3) Reading to answer a question and realizing that some questions are answered, while others are not.
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 112*
 - 4) Reading with a question in mind
SUGGESTED SOURCE: *The Comprehension Toolkit - Ask Questions: Read to Discover Answers*
(I can ask clarifying questions about the text as I read.) *See also Inferring

- 5) Questioning that leads to inferential thinking
SUGGESTED SOURCE: *Strategies That Work (2nd ed)* p. 119
- 6) Extending and deepening thinking in response to inferential questions: “beyond-the-line” questions in literature
SUGGESTED SOURCE: *Strategies That Work (2nd ed)* p. 120

- Visualizing and Inferring: Model, guide, and independently practice **at least three** of the following strategies (suggested sources - **PRIMARY**: Harvey & Goudvis, *Comprehension Toolkit: Infer Meaning*; **SECONDARY**: Harvey & Goudvis, *Strategies that Work [STW]*):

- 1) Merging prior experience and the text to create visual images
SUGGESTED SOURCE: *Strategies That Work (2nd ed)* p. 134
(I can visualize to support my comprehension.)
- 2) Creating mental images that go beyond visualizing using all senses
SUGGESTED SOURCE: *Strategies That Work (2nd ed)* p. 137
(I can visualize to support my comprehension.)
- 3) Inferring the meaning of unfamiliar words
SUGGESTED SOURCE: *The Comprehension Toolkit - Infer Meaning: Infer the Meaning of Unfamiliar Words*
(I can infer [i.e. feelings, meanings of unfamiliar words, text and/or picture clues, and themes] to help me understand the text.)
- 4) Inferring with text clues
SUGGESTED SOURCE: *The Comprehension Toolkit - Infer Meaning: Infer with Text Clues*
(I can infer [i.e. feelings, meanings of unfamiliar words, text and/or picture clues, and themes] to help me understand the text.)
- 5) Inferring from the cover and illustrations as well as the text (i.e., nonfiction text features)
SUGGESTED SOURCE: *The Comprehension Toolkit - Infer Meaning: Crack Open Features*
(I can infer [i.e. feelings, meanings of unfamiliar words, text and/or picture clues, and themes] to help me understand the text.)
- 6) Recognizing plot and inferring theme
SUGGESTED SOURCE: *The Comprehension Toolkit - Wrap Your Mind Around the Big Ideas*
(I can infer [i.e. feelings, meanings of unfamiliar words, text and/or picture clues, and themes] to help me understand the text.)
- 7) Reading with a question in mind
SUGGESTED SOURCE: *The Comprehension Toolkit - Infer Meaning: Read With a Question in Mind*
(I can ask clarifying questions about the text as I read.) * See also Questioning

- Determining Importance in Text: Model, guide, and independently practice **at least three** of the following strategies (suggested sources - **PRIMARY**: Harvey & Goudvis, *Comprehension Toolkit: Determine Importance*; **SECONDARY**: Harvey & Goudvis, *Strategies that Work [STW]*):

- 1) Learn to use a Facts/Questions/Responses Chart to connect, wonder, and infer from the text
SUGGESTED SOURCE: *The Comprehension Toolkit - Determine Importance: Spotlight New Thinking*
(I can determine what is important in the text.)
 - 2) Record important ideas
SUGGESTED SOURCE: *The Comprehension Toolkit - Determine Importance: Record Important Ideas*
(I can determine what is important in the text.)
 - 3) Code the text to hold thinking
SUGGESTED SOURCE: *The Comprehension Toolkit - Determine Importance: Target Key Information*
(I can determine what is important in the text.)
 - 4) Distinguish between interesting details and important ideas
SUGGESTED SOURCE: *The Comprehension Toolkit - Determine Importance: Determine What to Remember*
(I can determine what is important in the text.)
 - 5) Understanding there is a difference between what the reader thinks is important and the author's big ideas
SUGGESTED SOURCE: *The Comprehension Toolkit - Determine Importance: Distinguish Your Thinking From the Author's*
(I can determine what is important in the text.)
 - 6) Distinguish between key topics and supporting details
SUGGESTED SOURCE: *The Comprehension Toolkit - Construct Main Ideas from Supporting Details*
(I can determine what is important in the text.)
 - 7) Reading opposing perspectives to form an opinion
- Summarizing and Synthesizing Information: Model, guide, and independently practice **at least three** of the following strategies (suggested sources - **PRIMARY:** Harvey & Goudvis, *Comprehension Toolkit: Summarize & Synthesize*; **SECONDARY:** Harvey & Goudvis, *Strategies that Work [STW]*):
- 1) Retelling to summarize information
SUGGESTED SOURCE: *Strategies That Work (2nd ed) p. 181*
(I can retell my learning in order to summarize.)
 - 2) Paraphrase and respond
SUGGESTED SOURCE: *The Comprehension Toolkit - Summarize & Synthesize: Read, Think, & React*
(I can paraphrase my learning in order to summarize.)
 - 3) Synthesizing: Noticing how reading changes thinking; Move from facts to ideas
SUGGESTED SOURCE: *The Comprehension Toolkit - Summarize & Synthesize: Think Beyond the Text*
(I can notice how my thinking changes as I read: Synthesizing)
 - 4) Reading for the gist; Synthesize your thinking as you go
SUGGESTED SOURCE: *The Comprehension Toolkit - Summarize & Synthesize: Read to Get the Gist*
(I can notice how my thinking changes as I read: Synthesizing)

- 5) Rethink misconceptions and tie opinions to the text
SUGGESTED SOURCE: *The Comprehension Toolkit - Summarize & Synthesize: Reread and Rethink*
(I can notice how my thinking changes as I read: Synthesizing)
- 6) Distinguishing between a summary of the text and the reader's thinking
SUGGESTED SOURCE: *The Comprehension Toolkit - Summarize & Synthesize: Read, Write, & Reflect*

- **Marking Period 1 - Modeling "I can" statements (in blue)**

- Model each "I can" statement according to students' needs (modeling may need to occur multiple times) for both fiction and nonfiction texts
 - Possible fictional text: Resources listed in *Strategies that Work*; *Action Scholastic Magazine*; *Junior Scholastic*; *A Long Walk to Water*; *A - Z Reading*
 - Possible nonfiction text: Resources listed in *Strategies that W*; *Action Scholastic Magazine*; *Junior Scholastic*; chapter books (such as *Raft*); *A - Z Reading*
 - Possible nonfiction text: Resources listed in *Strategies that Work*; Newsela articles (at appropriate student level) and/or *Action Scholastic Magazine*; *Junior Scholastic*; *A - Z Reading*
 - Guide each student when he/she is practicing each "I can" statement; may need to model in one-on-one conference
 - Provide opportunity(s) for students to practice the strategies independently using their own text/book
 - Students record their experiences using the strategies in their journal*
 - Conference with the students as they practice the strategies.
 - Possible conference questions: How can you [the teacher] provide support and/or guidance for the student so they use the strategy effectively? Or, what suggestions can you provide when the student applies it to other texts? Or, how can you [the teacher] enable the student to use the strategy more deeply?
 - After significant practice has been provided, use rubrics in Stage 2 to assess.
 - Analyze assessment and journal responses* to determine if strategies need to be retaught.

- **Marking Period 1 - Responding to text. Set routine and expectations**

- Create a Reader's Journal*
 - 1) Use to record/define comprehension monitoring strategies
 - 2) Keep track of student's use of the comprehension monitoring strategies while reading independently.
 - 3) Conference with teacher
- Text annotation:
 - 1) Model annotation/jotting notes pertaining to monitoring comprehension (modeling may need to occur multiple times) for both fiction and nonfiction texts and how it benefits comprehension.
 - 2) Guide each student when he/she is annotating; may need to model in one-on-one conference
 - 3) Provide opportunities for students to annotate independently

- 4) Continue teacher observations when students are annotating and provide guidance when necessary
- **Marking Period 2, 3, 4 - Reinforce the strategies taught from list above as well as responding in his/her journal and text annotation**
 - Again, model/guided practice using “I can” statements when entering into Unit 2 and Unit 3.

Course Name

7th Reading Seminar

Unit Title

Unit 2 - Supporting Comprehension in Nonfiction

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Standards

E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

- 1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- 1.1.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- 1.1.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, and how individuals influence ideas).

CC.1.2.7A Determine two or more central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7B Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions and/or generalizations drawn from the text.

CC.1.2.7C Analyze the interaction between individuals, events, and ideas in a text.

E07.B-C.2.1 Demonstrate understanding of craft and structure in informational text.

- 2.1.2 Analyze the structure an author uses to organize a text, including how major sections and text features contribute to the whole and to the development to the ideas.

CC.1.2.7E Analyze the structure of the text evaluations of the authors use of graphics, charts, and the major sections of the text.

CC.1.2.7F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative, and technical meanings.

E07.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

- 4.1.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7

Transfer

Students will be able to independently use their strategies to support their comprehension of nonfiction text.

Meaning

UNDERSTANDINGS

Students will understand that...

U1: Good readers use text features to derive meaning from the text.

U2: Good readers use strategies to help them understand new or unfamiliar words in an effort to build vocabulary.

U3: Good readers can identify and support the central idea of the text using key details.

U4: Good readers synthesize and infer to determine the central idea(s) of a page, section, or entire text.

U5: Good readers respond to text by citing evidence from the text to support their claim.

ESSENTIAL QUESTIONS

Students will keep considering...

What is the value of reading nonfiction?

What is the value of reading various genres?

Acquisition

Students will know...

K1: I know major text structures: sequencing, compare/contrast, problem/solution, cause/effect, description

Students will be skilled at...

- I can find (determine) the central ideas of the text using key details. (1.2.7.A)
- I can explain (analyze) how supporting ideas and details

reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
- c. Determine the meaning of technical words and phrases used in text.

CC.1.2.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.7.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

K2: I know text features: title, heading, subheading, caption, glossary, index, visuals

relate to and help to develop the central ideas of the text. (1.2.7.A)

- I can summarize the text without including my personal opinion. (1.2.7.A)
- I can use textual evidence to explain what the text states directly (explicitly). (1.2.7.B)
- I can use textual evidence to support my thinking about appropriate inferences, generalizations, and/or conclusions. (1.2.7.B)
- I can use textual evidence to explain what the text states directly (explicitly). (1.2.7.B)
- I can use textual evidence to support my thinking about appropriate inferences, generalizations, and/or conclusions. (1.2.7.B)
- I can analyze how individuals, events, and ideas interact. (1.2.7.C)
- I can analyze text structure and features to support comprehension of nonfiction texts. (1.2.7.E)
- I can determine the meaning of the author's word choice. (1.2.7.F)
- I can appropriately use academic and domain specific words and phrases. (1.2.7.J)
- I can use vocabulary knowledge to comprehend

		<p>a word or phrase that is important for understanding the text. (1.2.7.J)</p> <ul style="list-style-type: none"> I can use strategies to determine the meaning of unknown and multiple meaning words and phrases. (1.2.7.K)
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STAGE 2 | EVIDENCE

The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1

Performance Task(s):

Please provide a description in the space below or include a link to the performance task

The performance task specifically provides evidence of (Transfer, EU, EQ):

Other Assessment Evidence

Common Assessment(s), if any:

Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.

STAGE 3 | LEARNING PLAN

Summary of Key Learning Events and Instruction

MID-OCTOBER/NOVEMBER - MARCH: Comprehending Nonfiction

- GOAL:** To use a variety of nonfiction text (i.e., Scholastic's *Action Magazine*, *Newsela*, library books, science/social studies texts) as tools to model, guide, and practice the following strategies and skills (suggested sources - Jennifer Serravallo's *Reading Strategies Book* and Fountas & Pinnell *Reading Minilessons*)
 - Central Idea: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - I can find (determine) the central idea of the text using key details. (1.2.6.A)
 - I can summarize the text without including my personal opinion. (1.2.6.A)
 - 1) Tell the big idea and how the most important information is organized to summarize an informational text
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 536
 - 2) Most important idea (you vs. the author) Skills: Determining importance, summarizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 230

- 3) Add up facts to determine the main idea (a.k.a. Central idea) Skills: Determining importance, summarizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 232
- 4) Opinion, reason, evidence Skills: Determining importance, synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 234
- 5) See other lessons in Serravallo's book, p. 218 - 245

- Key Details: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - I can explain (analyze) how supporting ideas and details relate to and help to develop the central idea of the text. (1.2.6.A)
 - I can use textual evidence to explain what the text states directly (explicitly). (1.2.6.B)
 - I can use textual evidence to support my thinking about appropriate inferences, generalizations, and/or conclusions. (1.2.6.B)
 - I can analyze how individuals, ideas, and events are introduced, described, and developed within a text. (1.2.6.C)
 - 1) One text, multiple ideas Skills: Determining importance, synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 222
 - 2) Topic/subtopic/details Skills: Summarizing, retelling
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 224
 - 3) Gathering up facts Skills: Synthesizing, monitoring for meaning
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 254
 - 4) Consistently ask, "How do I know?" Skills: Determining importance, summarizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 255
 - 5) Read, cover, remember, retell Skills: Summarizing/retelling, monitoring for meaning
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 257
 - 6) Important [fact] vs. Interesting Skills: Determining importance
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 262
 - 7) Slow down for numbers or Statistics & stance (Serravallo, p. 263, 269) Skills: Visualizing, monitoring for meaning (*coincides with NF Signposts)
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 263 and 269
 - 8) See other lessons in Serravallo's book, p. 218 - 245

- Vocabulary: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - I can determine the meaning of the author's word choice. (1.2.6.F)
 - I can appropriately use academic and domain specific words and phrases. (1.2.6.J)
 - I can use vocabulary knowledge to comprehend a word or phrase that is important for understanding the text. (1.2.6.J)
 - I can use strategies to determine the meaning of unknown and multiple meaning words and phrases. (1.2.6.K)
 - 1) Retire overworked words Skills: Word choice, inferring, using words in correct context
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 300

- 2) Multiple-meaning words Skills: Inferring, monitoring for meaning
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 304
- 3) Word part clues Skills: Understanding how words work
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 307
- 4) Use part of speech as a clue Skill: Inferring
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 309
- 5) Infer to figure it out Skill: Inferring
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 310
- 6) Use just the right word Skill: Inferring
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p.312
- 7) Context + clues = clarity Skill: Inferring, synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p.314
- 8) It's right there in the sentence Skill: Using references, inferring based on context
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p.319
- 9) Get to the root Skills: Understanding how words work, inferring
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p.323
- 10) See other lessons in Serravallo's book, p. 300 - 323

- Text Structures: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
- [I can analyze text structure and features to support comprehension of nonfiction texts. \(1.2.6.E\)](#)
 - 1) Noticing how nonfiction authors choose to organize information (i.e., Chronological order, categories, compare & contrast, cause & effect, problem & solution)
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 305 - 318
 - 2) Prepare for reading by using the text features and resources (Fountas & Pinnell, p. 540)
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 540
 - 3) [For Problem & Solution] Track down opinion clues in solutions Skills: Determining importance, synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 233
 - 4) Consider structure (using graphic organizers) (Serravallo, p. 240) Skills: Synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 240

- Review Text Features: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
- [I can analyze text structure and features to support comprehension of nonfiction texts. \(1.2.6.E\)](#)
 - 1) Using text features to gain information
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 351 - 356
 - 2) Survey the Text Skills: Determining importance, synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 227

- 3) Scan and plan (Serravallo, p. 259) Skills: Sequencing, planning, reading process
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 259
- 4) See other lessons in Serravallo's book, p. 274 - 295

- Conversation: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - 1) See lessons in Serravallo's book, p. 328 - 348

- Writing About Reading: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - 1) Annotation: Boxes & bullets (Serravallo, p. 226) Skills: Determining importance, synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 226
 - 2) Annotation: Code a text (Serravallo, p. 260) Skills: Monitoring for meaning
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 260
 - Followed by: Translate a text (Serravallo, p. 261) Skills: Determining importance, summarizing
 - 3) Paraphrase: Paraphrase chunks, then put it together Skills: Determining importance, synthesizing, paraphrasing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 228
 - 4) Graphic organizers: Consider structure Skills: Synthesizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 240

- **Modeling "I can" statements (in blue)**
 - Model each "**I can**" statement according to students' needs (modeling may need to occur multiple times) for both fiction and nonfiction texts
 - Guide each student when he/she is practicing each "I can" statement; may need to model in one-on-one conference
 - Provide opportunity(s) for students to practice the strategies independently using their own text/book
 - Students record their experiences using the strategies in their journal*
 - Conference with the students as they practice the strategies.
 - Possible conference questions: How can you [the teacher] provide support and/or guidance for the student so they use the strategy effectively? Or, what suggestions can you provide when the student applies it to other texts? Or, how can you [the teacher] enable the student to use the strategy more deeply?
 - After significant practice has been provided, use rubrics in Stage 2 to assess.
 - Analyze assessment and journal responses* to determine if strategies need to be retaught.

- **Resources:**
 - Scholastic's *Action Magazine*
 - Newsela
 - A-Z Reading

- Library sources
- Social studies textbook

Course Name

7th Reading Seminar

Unit Title

Unit 3 - Supporting Comprehension in Fiction

STAGE 1 | DESIRED RESULTS
Context and relevance for student learning

Standards

Standards

E07.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

- 1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions and/or generalizations drawn from the text.
- 1.1.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- 1.1.3 Analyze how particular elements of a story, drama, or poem interact.

CC.1.3.7A Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CC.1.3.7B Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusions, and/or generalizations drawn from the text.

CC.1.3.7C Analyze how particular elements of a story or drama' interact and how setting shapes the characters or plot

E07.A-C.2.1 Demonstrate understanding of craft and structure in literature.

- 2.1.2 Analyze how a dramas, or poems form or structure contributes to its meaning.
- 2.1.3 Determine how the author uses the meaning of words or phrases, including figurative and connotative meanings, in a text; analyze the impact of a rhymes, and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

CC.1.3.7E Analyze how the structure or form of a text contributes to its meaning.

CC.1.3.7F Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative language in context.

Transfer

Students will be able to independently use their strategies to support their comprehension of literary fiction text.

Meaning

UNDERSTANDINGS

Students will understand that...

U1: Good readers use plot elements to identify problems, retell important events, and discover solutions.

U2: Good readers infer, interpret, and analyze the main characters and their relationships with secondary characters.

U3: Good readers visualize and synthesize character and setting changes.

U4: Good readers monitor their understanding of figurative language to make meaning.

U5: Good readers identify and interpret theme.

U6: Good readers use strategies to help them understand new or unfamiliar words in an effort to build vocabulary.

U7: Good readers react and respond to idea connections.

ESSENTIAL QUESTIONS

Students will keep considering...

What is the value of reading fiction?
What is the value of reading various genres?

E06.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

- 3.1.1 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

CC.1.3.7.H Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

E07.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

- 4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
 - a. Use content (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible.)
- 4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - a. Interpret figures of speech in content (literary and mythological allusions)
 - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category, synonym/antonym) to better understand each of the words.
 - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

CC.1.3.7.I Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.7.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Acquisition

Students will know...

K1: I know major plot elements:

Introduction, rise, climax, fall
resolution

K2: I know various forms of figurative
language: Metaphor, simile,
personification, onomatopoeia, idiom,
alliteration, hyperbole

K3: I know plot versus theme.

- I can find (determine) the theme of a fiction text. (1.3.7.A)
- I can explain (analyze) how supporting ideas and details relate to and help to develop the theme of a fiction text. (1.3.7.A)
- I can provide an unbiased summary of a fiction text. (1.3.7.A)
- I can use textual evidence to explain what the text states directly (explicitly). (1.3.7.B)
- I can use textual evidence to support my thinking about inferences, generalizations, and/or conclusions. (1.3.7.B)
- I can explain how particular elements in a story work together to develop how the setting shapes the character or the plot. (1.3.7.C)
- I can analyze how the text structure or form of a text contributes to its meaning. (1.3.7.E)
- I can determine the meaning of the author's word choice. (1.3.7.F)
- I can find similarities and differences between fictional texts and historical events of the same time period. (1.3.7.H)
- I can use strategies to determine the meaning of unknown and multiple

		<p>meaning words and phrases. (1.3.7.I)</p> <ul style="list-style-type: none"> • I can appropriately use academic and domain specific words and phrases. (1.3.7.J) • I can use vocabulary knowledge to comprehend a word or phrase that is important for understanding the text. (1.3.7.J).
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STAGE 2 | EVIDENCE
The assessment should include authentic tasks based on one or more facets of understanding and are aligned with Stage 1

	Performance Task(s): <i>Please provide a description in the space below or include a link to the performance task</i>	The performance task specifically provides evidence of (Transfer, EU, EQ):
	Other Assessment Evidence	
	Common Assessment(s), if any: <i>Note: This is not mandatory. If there are common assessments given by every teacher teaching the course, please list them below.</i>	

STAGE 3 | LEARNING PLAN
Summary of Key Learning Events and Instruction

MARCH - MAY: Comprehending Fiction

- **GOAL:** To complete a fictional chapter book while using it as a tool to model, guide, and practice the following strategies and skills (suggested sources - Jennifer Serravallo's *Reading Strategies Book* and Fountas & Pinnell *Reading Minilessons*)

- Plot and Setting: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - I can use textual evidence to explain what the text states directly (explicitly). (1.3.7.B)
 - I can analyze how the text structure helps to develop the theme, setting, and plot. (1.3.7.E)
 - 1) PLOT - Understanding plot: Skill - determining importance, retelling
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 424 & 430
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 137
 - 2) PLOT - Understanding the problem: Skill - Determining importance
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 426
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 141
 - 3) PLOT - Retell what's most important by making connections to the problem: Skill - Summarizing, retelling, determining importance
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 144
 - 4) PLOT - Double plot mountain or more than one narrative Skill: Monitoring for meaning, visualizing
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 432
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 158
 - 5) SETTING - Where am I? (Setting) : Skill - Visualizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 148
 - 6) SETTING - Does the story have to be set there?: Skills: Visualizing, determining importance
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 151
 - 7) See other lessons in Serravallo's book, p. 134 - 161
- Character: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - I can use textual evidence to explain what the text states directly (explicitly). (1.3.6.B)
 - I can explain how a series of actions (or episodes) in a story work together to develop the plot and how the characters respond to those actions. (1.3.6.C)
 - 1) Who is speaking? or Who is telling the story?: Skills: Visualizing, monitoring for meaning
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 142 & 175
 - 2) Notice what characters think, say, and do to understand their feelings: Skills - Inferring, evidence from the text
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 450
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 180
 - 3) Notice what characters say and do to understand their relationships): Skills - Inferring
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 452
 - 4) Think about what a character wants: Skill - Summarizing, determining importance
SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 454
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 146
 - 5) Noticing how characters change because of events that happen to them: Skills - Determining cause & effect, Inferring

SUGGESTED SOURCE: Fountas & Pinnell's *The Reading Minilessons Book*, p. 458

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 182

- 6) Back up ideas about characters with evidence (Serravallo, p. 171): Skills: Supporting ideas with evidence

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 171

- 7) Conflict brings complexity (Serravallo, p. 185): Skills: Inferring, synthesizing

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 185

- 8) See other lessons in Serravallo's book, p. 166 - 189

- Vocabulary and Figurative Language: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:

- I can determine the meaning of the author's word choice. (1.3.6.F)

- I can use strategies to determine the meaning of unknown and multiple meaning words and phrases. (1.3.6.I)

- I can appropriately use academic and domain specific words and phrases. (1.3.6.J)

- I can use vocabulary knowledge to comprehend a word or phrase that is important for understanding the text. (1.3.6.J)

- 1) Pay Attention to Tenses as a Clue to Flashback and Backstory : Skills: Monitoring for Meaning

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 152

- 2) Vocabulary Development (Mostly Stage 1 and Stage 2)

- 3) See other lessons in Serravallo's book, p. 300 - 323

- Themes and Ideas: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:

- I can find (determine) the theme of a fiction text. (1.3.6.A)

- I can explain (analyze) how supporting ideas and details relate to and help to develop the theme of a fiction text. (1.3.6.A)

- I can use textual evidence to support my thinking about inferences, generalizations , and/or conclusions. (1.3.6.B)

- I can analyze how the text structure helps to develop the theme, setting, and plot. (1.3.6.E)

- I can find similarities and differences between texts with similar themes and topics. (1.3.6.H)

- 1) The Difference Between Plot and Theme: Skills: Inferring, determining importance

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 195

- 2) Mistakes Can Lead to Lessons: Skills: Inferring, determining importance

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 200

- 3) We Can Learn (and Give Advice) Based on How Characters Treat Each Other: Skills: Inferring, determining importance

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 198

- 4) Compare Lessons Across Books in a Series: Skills: Inferring, determining importance, comparing & contrasting

SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 202

- 5) From Seed to Theme: Skills: Inferring, interpreting
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 206
- 6) Character Change Can Reveal Lesson: Skills: Inferring, determining importance
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 211
- 7) See other lessons in Serravallo's book, p. 194 - 217

- Conversation: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - 1) See lessons in Serravallo's book, p. 328 - 348

- Writing about Reading: Model, guide, and independently practice **at least three** strategies. Here are a few suggestions:
 - I can provide an unbiased summary of a fiction text. (1.3.8.A)
 - 1) Summarizing What's Most Essential: Skill: Summarizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 136
 - 2) Chapter-End Stop Signs: Skill - Determining importance *See also annotation
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 147
 - 3) Summarizing with "Somebody ... Wanted ... But ... So ...": Skill - Summarizing
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 149
 - 4) FQR (Facts, Questions, Response) Sheets: Skill: Questioning, synthesizing, inferring, monitoring for meaning
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 157
 - 5) What Can I Do with a Sticky Note: Skills: Considering purpose for writing about reading
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 360
 - 6) What's Worth Keeping?: Skills: Determining importance
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 361
 - 7) Lifting a Line: Skills: Inferring, questioning, interpreting
SUGGESTED SOURCE: Serravallo's *The Reading Strategies Book*, p. 367
 - 8) See other lessons in Serravallo's book, p. 354 - 377

- **Modeling "I can" statements** (in blue)
 - Model each "**I can**" statement according to students' needs (modeling may need to occur multiple times) for both fiction and nonfiction texts
 - Guide each student when he/she is practicing each "I can" statement; may need to model in one-on-one conference
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- After significant practice has been provided, use rubrics in Stage 2 to assess.
- Analyze assessment and journal responses* to determine if strategies need to be retaught.

- **Resources:**

- Picture Books: Patricia Pollaco's books; Jane Yolen's books
- Chapter Books: *The Raft* by S.A. Booden; *Scar Island* by Dan Gemeinhart; *Garvey's Choice* (poetry form) by Nikki Grimes