Instructional Timeframe:	Learning Goals	Suggested Learning Support
Unit 3 Text Structures and Features/Reading Strategies **10 Days**	**Overarching learning goals:** - I can identify text structures and features to further my understanding and comprehension of a text - I can use reading strategies to increase my fluency and comprehension **Overarching language goals:** -I can read for understanding and purpose using text features and structures to aide me -I can speak and listen with peers in small groups to discuss a prompt.	"My First Free Summer" by Julia Alvarez "The Great Rat Hunt" by Laurence Yep "The Spider Man Behind *Spider-Man*" by Bijal P. Trivedi "Over the Top: The True Adventures of a Volcano Chaser" by Renee Skelton "Robo-Legs" by Michel Marriott **Resources Outside Textbook:** • NewsELA.com • Paired Texts from scope.scholastic.com
PASS Content Standards	**- 1.0 Vocabulary-** words in context; word origins; idioms and comparisons **- 2.0 Fluency-** The student will identify words rapidly so that attention is directed to the meaning of text. **- 3.1.a Literal Understanding-** Apply prereading strategies when reading both fiction and nonfiction, determine the purpose for reading, preview the text and use prior knowledge to make connections **- 3.1.b Literal Understanding**- Show understanding by asking questions and supporting answers with literal information from text **- 3.4.b- Analysis and Evaluation-** Use text's structure or progression of ideas, such as cause and effect or chronology (sequence order) **- 3.4.c Analysis and Evaluation**- Compare/contrast to determine similarities and differences in treatment, scope, or organization **- 3.4.d Analysis and Evaluation-** Problem/solution- offer observations, make connections, react, speculate, interpret, and raise questions in response to text. **- 3.4.f- Analysis and Evaluation-** Analyze the structural elements of plot, subplot, and climax and explain the way in which conflicts are or are not resolved **- 3.5- Monitoring and Correction Strategies** **- 4.1- Literary Genres-** The student will demonstrate a knowledge of and an appreciation for various forms of literature. **- 4.2.b- Literary Elements-** Identify and explain various points of view and how they affect a story's interpretations **- 3.1.e- Standard Usage-** Identify personal, reflexive, and intensive pronouns **- 3.1.f- Standard Usage-** Use nominative, objective, and possessive nouns and pronouns correctly **- 3.1.g- Standard Usage-** Use correct pronoun reference and make pronouns agree with their antecedents **- 3.3.b- Sentence Structure**- Correct dangling and misplaced modifiers	
PASS Plus **(when mastering the above PASS standards, these PASS Plus standards are also mastered)**	**RL.8.1 Cite the textual evidence** that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. **RL 8.5 Compare and contrast the structure of two or more texts** and analyze how the differing structure of each text contributes to its meaning and style. **RI 8.1 Cite the textual evidence that most strongly supports an analysis** of what the text says explicitly as well as inferences drawn from the text **RI 8.3 Analyze how a text makes connections** among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). **RI 8.5 Analyze in detail the structure of a specific paragraph in a text**, including the role of particular sentences in developing and refining a key concept	

Possible Learning Activities	Possible Assessments	Essential Questions
• Plain Texts, students fill in Text Features • Graphic Organizer (T-Charts) • Compare and Contrast Venn Diagram • Gallery Walks (for text features)	exit tickets, expository composition	What is the clearest way to convey an idea? How can you make sure you are understood?
Academic Vocabulary/Concepts	**Proficiency Scales***	
Text Structure, Cause and Effect, Chronology, Sequential Order, Compare/Contrast, Treatment, Scope, Organization, Problem/Solution, Connections, Main Idea, Summary, Paraphrase, Topic, Subheading, Image, Caption, Diagram, Bold, Italics, Underlined,	0 – Even with help, no success 0.5 – With help, partial success at score 2 content but not at score 3 content 1 – With help, partial success at score 2 content and score 3 content 1.5 – Partial success at score 2 content, and major omissions regarding score 3 content 2 – **Content Specific** (see below) 2.5 – No major omissions regarding score 2 content, and partial success at score 3 content. 3 – **Content Specific** (see below) 3.5 – In addition to score 3 performance, partial success at 4 content. 4 – In addition to score 3 performance, the student demonstrates in-depth inferences and application that go beyond what was taught. **Text Structures and Features** 2 – **(1)** The student will recognize or recall specific vocabulary, such as: analyze, compare, concept, contrast, detail, develop, meaning, paragraph, refine, role, sentence, structure, style, text. The student will perform basic processes, such as **(2)** describe the structure of a grade-appropriate text; **(3)** Recognize signal words or phrases associated with text structure (for example, following, compared with, therefore, as a result of) in a grade-appropriate text; **(4)** describe the structure of a specific paragraph in a grade-appropriate text. 3 – The student will: **(1)** Compare and contrast the structure of two or more grade-appropriate texts and analyze how the differing structure of each text contributes to its meaning and style; **(2)** Analyze in detail the structure of a specific paragraph in a grade-appropriate text, including the role of particular sentences in developing and refining a key concept.	

* All proficiency scales are derived from Marzano Research Laboratory's Proficiency Scale Bank and chosen by the OKCPS curriculum committee