

Duval County Public Schools

M/J Intensive Reading Grades 6-8 2006-2007



Dr. Joseph J. Wise, Superintendent

**Dr. Janice Hunter, Chief Officer
Curriculum and Instruction**

**Mary Ann Clark, Supervisor
K-12 English Language Arts/Reading**

2005

**Florida Department of Education
COURSE DESCRIPTION - GRADES 6-8
Subject Area: Language Arts**

**Course Number: 1000010
Course Title: M/J Intensive Reading
Course Length: 36 weeks**

NOTE: In those instances when this course is repeated for credit, the content should be differentiated based on reliable and valid assessment data. If students are making adequate progress in a given intervention, that intervention should be continued. If students are not making adequate progress, a new intervention should be implemented.

Basic Assumptions for Reading Education:

- Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. Therefore, it is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of reading skills in older struggling readers.
- Instruction for struggling readers should be explicit and systematic. It should provide direct explanations and systematic practice opportunities, as well as carefully managed cumulative review to insure mastery.
- Improving the reading proficiency and achievement of older struggling readers requires intensive intervention (iii). True intensive intervention can only be provided through increased instructional time in classes that are below average in size. Students with more severe reading difficulties, such as those requiring instruction in basic word reading skills such as phonemic awareness, phonics, and fluency should receive instruction in a block of time of no less than ninety minutes daily. Students with less severe reading difficulties, such as those requiring instruction in vocabulary and comprehension may be taught in class periods of less than 90 minutes. The intensity of the intervention should be

determined using the most recent data available from reliable and valid assessments.

- Due to the extensive remediation needs of students in the middle grades, it is necessary to provide small group instruction on a daily basis. In order to facilitate small group instruction of three to five students per group, class sizes should aim for no more than fifteen students.
- Students in need of remediation need highly-qualified reading instructors who have demonstrated success in remediating the reading difficulties of older struggling readers. Highly-qualified instructors should have at minimum reading certification or reading endorsement, as well as extensive staff development training in motivating adolescent struggling readers. The use of a reading coach is an effective practice for increasing the proficiency of teachers.
- Reading, writing, speaking, listening, and viewing competencies are integrated throughout students' learning experiences.
- Instruction and materials accommodate the individual needs of students, resulting in differentiated instruction based on reliable and valid assessment data.
- Technology is available for students to support and enhance development of competencies in reading.
- Wide independent-level reading practice is incorporated on a daily basis. A classroom library should provide high-interest leveled materials representing a variety of genres and cultures allowing for the greatest degree of student choice. Opportunities for practice with audio support should also be provided. Teachers are responsible for monitoring students' independent reading to ensure students are receiving successful practice. Students should be held accountable for their independent reading through use of a reading log.
- Given the relationship between reading fluency and reading comprehension, activities targeted at increasing both rate and accuracy will be included on a daily basis for those students showing deficiency in these areas. These activities might include: read-aloud, repeated reading, partner reading, reader's theater, and timed readings. Additionally, fluency should be monitored on a frequent basis, while keeping the focus of the monitoring on comprehension of the text being read through use of follow-up questions, as well as retell.

- **The amount of FCAT specific practice (“test prep”) should be limited, given most students’ vast experiences with the test and the relatively small role that knowledge of test format plays in student test performance.**

A. Major Concepts/Content. The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student. Each student’s instructional goals will be specified in his/her Academic Improvement Plan (AIP)
- critical thinking, problem-solving, and test-taking skills and strategies
- reading for meaning through varied reading materials at appropriate independent and instructional reading levels
- integration of reading with student written responses to text
- high frequency content area vocabulary

Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

B. Special Note. This course may be repeated by a student as needed; if repeated, the required level of student proficiency should increase. The instructional approaches used in this course should meet the needs of each student based on results of individual diagnostic assessments and progress monitoring. State recommended or district Grade Level Expectations (GLEs) may also be used in this process. It is the responsibility of the district to ensure that identified benchmarks are consistent with the needs of individual students.

C. Course Requirements. The course requirements must be aligned with benchmarks for grades PreK-2, 3-5, or 6-8, or a mixture of the three, as appropriate to the needs of individual students. The Sunshine State Standards benchmarks and state recommended Grade Level Expectations (GLEs) may be downloaded from the Florida Department of Education website at the following address: <http://www.fldoe.org/>.

After successfully completing this course, the student will:

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement in the student's Academic Improvement Plan. An objective assessment must be used to demonstrate this improvement.

2. Apply critical thinking, problem solving, and test-taking skills and strategies for assessments in reading in varied contexts.

3. Demonstrate use of complex cueing systems (i.e., graphophonic, morphemic, syntactic, semantic, and contextual analysis) to gain meaning from varied text.

LA.A.1.3.2 use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.

4. Demonstrate use of morphological analysis (i.e., prefixes, roots, and suffixes) to construct meaning of vocabulary.

5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.

LA.A.1.3.3 demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.

6. Construct meaning of text through inference, application, and analysis.

LA.A.2.3.1 determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization.

7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.

LA.A.1.3.1 use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.

LA.A.2.3.2 identify the author's purpose and/or point of view in a variety of texts and use the information to construct meaning.

LA.A.2.3.3 recognize logical, ethical, and emotional appeals in texts.

LA.A.2.3.8 check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.

8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.

9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).

LA.A.1.3.4 use strategies to clarify meaning, such as rereading, note taking, summarizing, outlining, and writing a grade-level appropriate report.

LA.A.2.3.7 synthesize and separate collected information into useful components using a variety of techniques, such as source cards, note cards, spreadsheets, and outlines.

10. Apply study and test-taking skills to enhance achievement.

LA.A.2.3.5 locate, organize, and interpret written information for a variety of purposes, including classroom research, collaborative decision making, and performing a school or real-world task.

LA.A.2.3.6 use a variety of reference materials, including indexes, magazines, newspapers, and journals; and tools, including card catalogs and computer catalogs to gather information for research topics.

11. Respond to reading through thinking, talking, and writing.

LA.B.2.3.3 select and use appropriate formats for writing, including narrative, persuasive, and expository formats according to the intended audience, purpose, and occasion.

LA.C.3.3.2 ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.

LA.D.2.3.1 select language that shapes reactions, perceptions, and beliefs.

12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.

LA.A.2.3.4 use a variety of reading materials to develop personal preferences in reading.

13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.

LA.E.1.3.3 understand various elements of authors' craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.

Florida's Reading Formula for Success
5+3+ii+iii=NCLB

(5) Five Essential Components of Reading

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary Development
- Comprehension

(3) Three Types of Assessment

- Screening
- Diagnosis
- Progress Monitoring

(ii) initial instruction in all classrooms

Small or Large Group Instruction

An effective reading program has to integrate the five instructional components of effective reading instruction into a comprehensive and cohesive instructional design. This includes the following:

- Explicit and systematic instructional practices
- Many opportunities for practice with and without scaffolds
- Aligned student materials

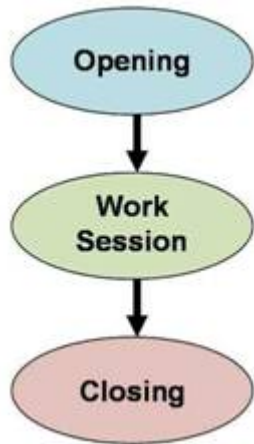
(iii) immediate intensive intervention

Small Group or Individual

A classroom teacher can provide additional instruction and practice some students may need. (Differentiate)
Alternative instructional practices

(NCLB)=No Child Left Behind

Components of an Intensive Reading Class Period



The teacher's role in the Opening is that of instructor
(40 minutes)

The teacher's role in the Work Session is that of facilitator
(40 minutes)

The teacher's role in the Closing is that of a synthesizer
(10 minutes)

Opening

- Read Aloud**
- Word Study**
- Focus Lesson**

Work Period

- Practical Application Activities**
- Instructional Center Activities**
- Triple I Session**
- Independent Reading**

**Reciprocal Teaching Groups
Literature Circles**

Closing

Review lessons of the day
Students – teacher share

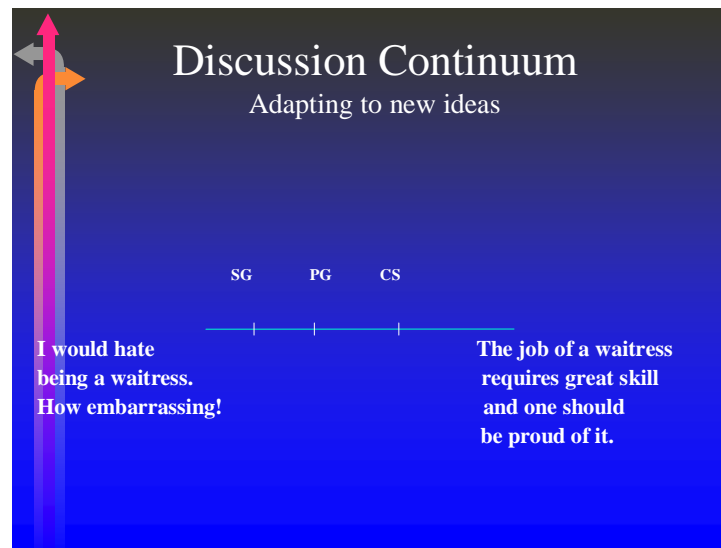
Typical Day in an Intensive Reading Class

OPENING

Read Aloud: Selection - Hope Was Here by Joan Bauer, pg. 1-3

📖 Pre-reading activity

- Students review the stances on the discussion continuum line and place their initials at the point that reflects their opinions.




- Teacher gives a glimpse of the theme of the read aloud by
 - Discussion: “Our focus for the next two weeks is on reading about people who are trying to understand themselves better and to make meaning of their lives.”
 - Reading: the first paragraph on the first page...”Believe me when I tell you, I know about survival...”

 Listening task

- As you listen to the story, decide on subsection titles for the different parts of the story.
- Example – One title for the introductory paragraph could be “After I was born, my mother gave me away”. What title would you give it?
- Today’ reading could be divided into four subsections. After we finish the reading, you will create your titles and then we will discuss the number of titles. Will you agree with me that there are four or will you arrive at more or less?
- **Work Session Application:** The final part of this task is the pair retell. While consulting your titles, you will retell what you heard to your partner. Your partner will then do his/her retell. You will decide which “retell” is most accurate

Word Study: 17-lesson pacing guide – Root Words

 Follow the lesson on the pacing guide

 **Work Session Application: quer, quis, ques, quir**

- Write the Latin roots and their definitions in the “word study” section of your academic notebook.
- Select one Latin root and create a Word Tree for the term. Consult other sources such as www.dictionary.com, or www.vocabulary.com/wordcity

Word Study: Derivative Detective

When I disagree with my 9 week grade, I might go to my teacher and ask, "Would you answer my **query** about how I got a D in French?"

While I waited for the car service technician to change the oil in my car, I **inquired** about the prices of the new 2006 Nissan Maximas.

My brother is so **inquisitive**; he never stops asking questions when I talk to him about my PowerPoint slides.

Pounding the desk because she disagrees with the speaker is **questionable** behavior for the leader of the meeting.

What do you think "quer," "quir," "ques" and "quis" mean?

What do these words mean?

- A. Inquiry
- B. Quest
- C. Inquisition
- D. Questionnaire

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Extension Activities

- Graffiti Poster – Tell students that "graffiti (pl) means "a little" scratching" in Italian. Use a website, such as www.davis.k12.ut.us/ffjh/thompson/cells.htm, to obtain lists of Greek and Latin root words. Students make posters with the root in the center and words that can be made from the root sporadically etched around the root. The poster should be somewhat artistic and include many words from the root. One example is *cogn* meaning know. Students may include recognize, cognition, incognito, cognitive, etc. for words surrounding the root.
- Word Tapestries – A variation on Graffiti Poster. Students create an imaginative drawing of a root word and hide present day derivations in an artistic design surrounding the root.

Focus Lesson: 9th grade *Critical Reading and Writing Sourcebook*, pg. 60-61 of teacher guide and pg. 11-15 of student book

Discuss "identity" as it means literally and figuratively

- Is it shaped by personal beliefs? Example

- Is it shaped by friends? Example
- Is it shaped by immediate and extended family? Example
- Is it shaped by personal or family accomplishments? Example
- Is it shaped by personal appearance? Example
- What else shapes one's identity?
- 📖 Students: Write a 2-column graphic in academic notebook
 - Attributes of those who are comfortable with their identity
 - Attributes of those who struggle with their identity.
- 📖 Students: Read paragraph one on pg 13
- 📖 Students: Complete 1-minute quickwrite activity on pg. 12 **Share during Work Session**
- 📖 Teacher: Review with students
 - Making response notes – “Talking to the Text”
 - Mark or highlight
 - Question
 - Clarify
 - Visualize
 - Predict
 - React and Connect
 - Stop and Think
 - Staying connected to the text with directed reading
- 📖 Students begin read pg. 13-15
- 📖 **Practical Application: Finish the reading during Work Session**

WORK SESSION


Practical Application Activities

- 📖 Students finish read pg. 13-15
- 📖 1-minute Quickwrite - pair share

Word Study

- 📖 Word Tree for one Latin root – individual activity

Listening Comprehension

 Pair Retell of *Hope Was Here* read aloud – pair share

Fluency Practice

 Student pairs complete a fluency exercise from Jamestown Fluency

Literature Circle


 Group reads the next section of “Jaws: The Prequel,” and completes the sensory chart


Triple i

 Group X meets with me for REWARDS work – 10 minutes


 Group Y meets with me for REWARDS work – 10 minutes

Independent Reading

 Log the pages read


 Complete “Select a Quote”

Vocabulary

 Although many of the unfamiliar words in the “Good Daughter” selection are defined, two, possibly unknown ones, are not. Please complete the “Context-Content-Experience graphic (pg 136 *Words, Words, Words* (Janet Allen))

CLOSING

 Review student “Stop and Think” responses and “Talking to the Text” notes

 Exit Slip: How will the listening practice help you in one of your other subject areas (social studies, science, health, foreign language)?

Intensive Reading Weeks 1-9

Week 1

Opening

- **Academic Notebook**
Set up academic notebook
- **Read Aloud**
Teacher-selected novel, short story, news article
Students can make response entries in their academic notebooks or teacher can facilitate discussion on the day's reading
- **Word Study/Vocabulary**
Follow 17-lesson pacing guide
Provide "practical application" activity
- **Focus Lesson**
Lessons
 - Teacher expectations/rules for classroom
 - Procedures for read aloud, focus lesson, independent reading (teacher continues this list)
 - Setting up a notebookProvide "practical application" activity if appropriate
- **Baseline assessment**
Administer Critical Reading and Writing Sourcebook baseline assessment in vocabulary & comprehension

Work Session

- Practical application activities
 - Word study/Vocabulary
 - Focus lesson
 - Read aloud or read aloud
- Independent reading
 - Select and begin reading a book
 - Personal response activities

Closing **Reflect and share**

Week 2

Opening

- **Read Aloud**
- **Word Study/Vocabulary**
- **Focus lesson – Critical Reading and Writing Sourcebook**

Work Session

Closing: Reflect and share

Week 3

Read Aloud

Word Study/Vocabulary

Focus Lesson

- Continue Sourcebook lessons

Work Session

- Practical Application from Critical Reading and Writing Sourcebook
- Independent Reading

Closing: Reflect and share

Week 4 - 9

Read Aloud or Read Aloud/Think Aloud

Word Study/Vocabulary

Focus Lesson

Work Session

- Practical Application
- Independent Reading
- Begin Small Group iii (2 sessions)

Closing: Reflect and share

Intensive Reading Observation Tool

Opening - 40 minutes	You Will See	Observation
<p>Read Aloud or RA/TA - 10 minutes</p> <ul style="list-style-type: none"> ▪ Reading takes place in a slightly more difficult selection ▪ Reading Options for RA and RA/TA <ol style="list-style-type: none"> 1. Novel 2. Picture book 3. News or magazine article 4. Poetry 5. Drama 6. Short Story 7. School textbook <p>TEACHER NOTE: Think about your purpose for each read aloud.</p> <ul style="list-style-type: none"> ▪ Sometimes you might read aloud for pleasurable reasons only followed by a short discussion on a specific questions or conceptual point ▪ Sometimes you might use the read aloud/think aloud for exclusive work on a fix-up or "stay connected" strategy ▪ Sometimes you do a combination 	<p>Read Aloud</p> <ul style="list-style-type: none"> ▪ Fluent, expressive reading (3-5 pages) ▪ Reading excerpt comes from a novel, short story, or newspaper/magazine article ▪ Read aloud is followed by student discussion or work session activities <p>Read Aloud/Think Aloud: Teacher</p> <ul style="list-style-type: none"> ▪ Illustrates specific reading strategy or clarification/fix-up strategy for use in expository texts ▪ Models 1-2 examples of strategy usage within text or nonfiction article <p>The students and teacher</p> <ul style="list-style-type: none"> ▪ Discuss clarifications, uses, and adaptations of strategy ▪ Update strategy notebook 	<p>Observed____ Not Observed____</p> <p>Comments</p>

<p style="text-align: center;">approach of a pleasurable reading combined with a think aloud focus</p>		
<p>Word Study - 10-15 minutes Systematic instruction and application in one of the following:</p> <ul style="list-style-type: none"> ▪ Study of common affixes ▪ Study of Latin/Greek/Anglo Saxon word roots ▪ Study of basic syllabication patterns for decoding of unknown words ▪ Study of contextual clues ▪ Study of tier 2 vocabulary ▪ Study of word etymology 	<ul style="list-style-type: none"> ▪ Explicit instruction to whole group ▪ Teacher modeling of skill/strategy ▪ Guided student practice of skill/strategy <p>NOTE: The class works in one area for a designated period of time. Example: study Latin roots for X number of sessions and then change the focus.</p> <p><i>Word Study can be done with words from Critical Reading and Writing Sourcebook, read aloud selection, teacher choice</i></p>	<p>Observed___ Not Observed___</p> <p>Comments</p>
<p>Initial Instruction/Focus Lesson - 15-20 minutes</p> <ul style="list-style-type: none"> ▪ Lessons follow <i>Critical Reading and Writing Sourcebook</i> teacher guide ▪ Additional lessons are drawn from 25 critical literacy tasks that are aligned with Florida reading standards ▪ Strategy lessons are documented in student reading notebooks 	<ul style="list-style-type: none"> ▪ Initial instruction that focuses on SSS reading standards and follows <i>Critical Reading and Writing Sourcebook</i> ▪ Lesson is in <i>Rationale, Model/Think Aloud, Guided Practice, Recap/Clarify</i> presentation format ▪ Students keep a record of strategy lesson with examples in their strategy notebook 	<p>Observed___ Not Observed___</p> <p>Comments</p>

Work Session – 35+ minutes	You Will See	Observation
<p>Practical Application - occurs every day</p> <ul style="list-style-type: none"> ▪ Directly tied to focus lesson, word study, read aloud, or school instructional focus ▪ Strategy application is on same type of content textbook or magazine/news article as focus lesson ▪ Article collection represents a variety of reading levels ▪ Strategy applications are kept in learning log entry of reading strategy notebook 	<ul style="list-style-type: none"> ▪ Students apply focus lesson to an article or textbook ▪ Student pairs collaborate on strategy discussion/modifications ▪ Students summarize work in strategy section of academic notebook ▪ 	<p>Observed____ Not Observed____</p> <p>Comments</p>
<p>Triple / Session - 10-minute meetings (immediate, intensive intervention)</p> <ul style="list-style-type: none"> ▪ occurs every day ▪ 10 minute duration ▪ 1-3 conferences are held daily 	<ul style="list-style-type: none"> ▪ Teacher conducts 1-3 conferences per day ▪ Highly structured instructional focus ▪ Regular informal mastery assessments recorded in student's reading notebook and teacher's data file ▪ Flexible and ever-changing grouping formats according to student needs (individual, small group) 	<p>Observed____ Not Observed____</p> <p>Comments</p>
<p>Student Differentiated Study</p> <ul style="list-style-type: none"> • Variety of leveled student professional development materials are available for focused self study (<i>Great Source, Jamestown Press Publishers</i>) 	<ul style="list-style-type: none"> ▪ Students have access a variety of leveled reading material for personal development work ▪ Students keep personal developmental charts with record of work 	<p>Observed____ Not Observed____</p> <p>Comments</p>

<ul style="list-style-type: none"> ▪ Computer support: Edu Test, FCAT Explorer, RENAISSANCE Fluent Reader ▪ Listening center ▪ Learning Center <p>Pair Strategy Sessions:</p> <ul style="list-style-type: none"> • Student pairs work together after their individual practice to assess their progress <p>Reciprocal Teaching Groups</p>	<ul style="list-style-type: none"> ▪ Students self-check work ▪ Pairs discuss, modify, and practice targeted reading strategies/skills ▪ Pairs complete pair strategy conference forms after each meeting ▪ Pairs practice fluency activities ▪ Pairs practice "think aloud" on expository text/articles ▪ Student-Facilitated reading of same text 	
<p>Academic Notebook</p> <ul style="list-style-type: none"> • Each section of notebook includes a table of contents 	<ul style="list-style-type: none"> ▪ Notebook includes the following sections: strategy notes, word study/vocabulary enrichment, written responses to reading, and personal goal-setting 	<p>Observed___ Not Observed___</p> <p>Comments</p>
<p>REWARDS program</p>	<ul style="list-style-type: none"> ▪ Students who do poorly on fluency probes or phonics assessment are enrolled in REWARDS program ▪ Student group meets on a regular basis during triple I session 	<p>Observed___ Not Observed___</p> <p>Comments</p>

Independent Reading 15+ minutes	You Will See	Observation
<p>Independent Reading - 15 minutes</p> <ul style="list-style-type: none"> occurs every day within the work session time slot Classroom libraries and Accelerated Reader books are available 	<ul style="list-style-type: none"> Independent reading with personal written responses in journals Book byte writing activities Pair share of readings Literature Circle sessions (Begin 2nd - 3rd Quarter) 	<p>Observed____ Not Observed____</p> <p>Comments</p>
Closing – 10 minutes	You Will See	Observation
<p>Reflect and Connect</p> <ul style="list-style-type: none"> Whole class "check-in" of how the day went Exit slip assignment - teacher may respond to student exit slip 	<ul style="list-style-type: none"> Students conduct a strategy debrief <ol style="list-style-type: none"> How, when, or where used Answer these questions: <ul style="list-style-type: none"> "Do you see places where strategy could be used?" "Does it help repair comprehension?" "Does it make sense to you?" 	<p>Observed____ Not Observed____</p> <p>Comments</p>

<p>Share</p> <ul style="list-style-type: none"> ▪ Students present their work and share their successes 	<ul style="list-style-type: none"> ▪ Individual or team share of personal improvement, investigations, literary explorations ▪ Book talk/share or personal literary response opportunities ▪ Read book byte 	<p>Observed____ Not Observed____</p> <p>Comments</p>
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INTENSIVE READING – 6TH GRADE PACING GUIDE

SEMESTER 1							
Week	Date	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
1	Aug. 7	BASELINE ASSESSMENT: PRE TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
3	Aug 21	SDRT PRE TEST					
2-3-4 (15 days)	Aug. 14 21 28	Family Matters (Selection 1-2)	Context clues Prefixes Synonyms	Summarizing Sensory language Main Ideas Details Draw conclusions Graphics: Sensory chart Concept web Word web	L.A.A.1.3. 2 L.A.A.1.3. 3 L.A.A.2.3. 1 L.A.E.1.3. 3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
5-6 (9 days)	Sept. 4 11	Whales (Selection 3-4)	Root words Context clues Word analysis	Main idea Details Summarizing Author's purpose Graphics: Topic net Narrow your topic Word bank Notable quotes	L.A.A.1.3. 2 L.A.A.1.3. 3 L.A.A.2.3. 1 L.A.A.2.3. 2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
7-8 (10 days)	Sept.1 8 25	Author Focus: Walter Dean Myers (Selection 5-	Context clues Homographs	Sequence of events Infer meaning Character development Inference Predict events, effects	L.A.A.1.3. 1 L.A.A.1.3. 2 L.A.A.1.3.	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>

		6		Point of view Graphics: Sequence organizer Inference chart Character web Character attribute map Story frame Sensory detail web	3 L.A.A.2.3. 1 L.A.E.1.3. 2 L.A.E.1.3. 3 L.A.E.1.3. 4		
9	Oct. 2 (5 days)	INTERIM # 1 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
10	Oct. 9	END OF QUARTER 1 LATEST DATE TO BEGIN TRIPLE I & REWARDS PROGRAM					
11-12 (8 days)	Oct. 16 23	Decisions (Selection 7-8)	Context clues Synonyms Antonyms Figurative language	Predict events, effects Draw conclusions Plot development Graphics: Abstract word organizer Story pyramid Word bank Fishbone Word web Antonym chart Plot line Character map	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.E.1.3.2 L.A.E.1.3.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> Multiple Choice
13-14 (10 days)	Oct. 30 Nov. 6	Civilizations (Selection 9-10)	Root words Context clues	Draw conclusions Details Compare/contrast Graphics: Main idea/supporting detail	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.3 L.A.E.1.3.4	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> Multiple Choice

				organizer Fact and fiction chart Sensory web Fact chart Root chart Word bank Compare/contrast chart			
15 (5 days)	Nov. 13	Author Focus; Jan Hudson (Selection 11)	Context clues Suffixes	Character development Conflict and resolution Graphics: Story organizer Retell organizer Story frame	L.A.A.1.3.2 L.A.A.1.3.3 L.A.E.1.3.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16 (2 days)	Nov. 20	THANKSGIVING WEEK					
17-18 (9 days)	Nov. 27 Dec 4	Author Focus: Jan Hudson (Selection 12)	Context clues Word analysis	Predict events, effects Setting Persuasive techniques Graphics: Theme organizer Prediction chart Story chart Fact card	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.2.3.3 L.A.E.1.3.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
19	Dec. 11 (5 days)	INTERIM #2 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
20 (2 days)	Dec. 18-20	END OF QUARTER 2					

INTENSIVE READING – 6TH GRADE PACING GUIDE

SEMESTER 2							
Week	Day	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resource	Assessment
21-22 (10 days)	Jan. 8 15	Becoming Champions (Selection 13-14)	Context clues Root words	Infer meaning Character development Text organizational pattern Sequence Graphics: Fact cards Character map Sequence organizer Herringbone diagram Achievement chart	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
23-24 (10 days)	Jan. 22 29	Ancient Mexico (Selection 15-16)	Synonyms Word analysis Context clues Figurative language	Sequence Draw conclusions Graphics: Word web Main idea organizer Sequence organizer Character web	L.A.A.1.3.2 L.A.A.2.3.1 L.A.E.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
25	Feb 5-6	FCAT WRITING!!					
26 (5 days)	Feb. 12	Author Focus: Joseph Krungold (Selection 17-18)	Context clues Heteronyms Word origins	Plot and conflict Point of view Predict events, effects Author's voice Details Graphics: Venn diagram Storyboard	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.3 L.A.E.2.31 L.A.E.2.3.4	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

				Sensory language chart Story star			
27 (5 days)	Feb. 19	INTERIM #3 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
28-29	Feb. 26 Mar. 9	FCAT!!					
30 (4 days)	Mar. 12	END OF QUARTER 3					
31	Mar 26	SDRT POST TEST					
32 (10 days)	Apr. 2 9	Finding an Identity (Selection 19-20)	Context clues Root words	Summarizing Theme Plot Character development Persuasive techniques Graphics: Plot line Character map Opinion statement Icon web Venn diagram	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.A.2.3.3 L.A.E.1.3.1 L.A.E.1.3.2 L.A.E.1.3.3 L.A.E.1.3.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
33-34 (10 days)	Apr. 16 23	Native Americans (Selection 21-22)	Homophones Context clues Suffixes	Inferences Plot Plot and conflict Graphics: Word bank Story frame Beginning, middle, end Circular story map Story board	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.2 L.A.E.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

35-36 (10 days)	Apr. 30 May 7	Author Focus: Norton Juster (Selection 23-24)	Context clues Prefixes	Draw conclusions Foreshadowing Predict events, effects Persuasive techniques Graphics: Character web Sequence organizer Prediction chart “Evaluate the character” chart	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.3 L.A.E.1.3.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
37 (5 days)	May 14	POST TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
38 (4 days)	May 21	LAST WEEK OF SCHOOL					

NOTES TO TEACHERS

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Instructional Focus

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- ✓ Comprehension Assessment
 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain questions
- ✓ Vocabulary Assessment
 - Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
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Assessment

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INTENSIVE READING – 7TH GRADE PACING GUIDE

SEMESTER 1							
Week	Date	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
1	Aug. 7	BASELINE ASSESSMENT: PRE TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
3	Aug 21	SDRT PRE TEST					
2-3-4 (15 days)	Aug. 14 21 28	Growing Up (Selection 1-2)	Prefixes Context clues Homophones	Character development Point of view Details and main idea Plot Graphics: Character web Reaction chart Circular story map Story chart Sensory chart	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.2 L.A.E.1.3.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
5-6 (9 days)	Sept. 4 11	Colonial America (Selection 3-4)	Context clues Prefixes	Draw conclusions Main idea Predicting events, effects Organization pattern Summarizing Graphics: Sequence organizer Circular detail and main idea organizer Sensory web Page-by-Page Summary Story retell	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>

7-8 (10 days)	Sept. 1 8 25	Author Focus: Ester Forbes (Selection 5-6)	Suffixes Context clues Root words Idioms	Predicting events, effects Character development Inferring meaning Plot Setting Graphics: Word web Inference chart Character web Setting-Plot-Character relationship diagram Fact-Fiction chart Sensory word chart	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.E.1.3.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
9	Oct. 2 (5 days)	INTERIM # 1 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
10	Oct. 9	END OF QUARTER 1 LATEST DATE TO BEGIN TRIPLE I & REWARDS PROGRAM					
11-12 (8 days)	Oct. 16 23	Tough Times (Selection 7-8)	Word families Context clues Synonyms	Inferences Comparison Graphics: Story frame Word bank “Elements of Paragraph” frame Herringbone	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.4	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
13-14 (10 days)	Oct. 30 Nov. 6	Native Americans (Selection 9-10)	Context clues Synonyms Prefixes	Setting Character development Plot Draw conclusions Author’s purpose Details and main idea	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.A.2.3.2 L.A.E.1.3.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

				Graphics: Episode chart (problem, response, action, outcome) Character map Story board “Important Quotes” chart 5WH chart			
15 (5 days)	Nov. 13	Author Focus: Isaac Bashevis Singer (Selection 11)	Connotation Prefixes	Details Theme Comparing/contrasting Graphics: Story analysis chart	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.1 L.A.E.1.3.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16 (2 days)	Nov. 20	THANKSGIVING WEEK					
17-18 (9 days)	Nov. 27 Dec 4	Author Focus: Isaac Bashevis Singer (Selection 12)	Context clues Word analysis	Plot Themes Graphics: Story pyramid	L.A.A.1.3.2 L.A.A.1.3.3 L.A.E.1.3.1 L.A.E.1.3.2 L.A.E.1.3.5	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
19	Dec. 11 (5 days)	INTERIM #2 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
20 (2 days)	Dec. 18-20	END OF QUARTER 2					

INTENSIVE READING – 7TH GRADE PACING GUIDE

SEMESTER 2							
Week	Day	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Source	Assessment
21-22 (10 days)	Jan. 8 15	Decisions (Selection 13-14)	Homographs Word analysis Root words	Predicting events, effects Character development Draw conclusions Persuasive techniques Graphic: Plot chart Prediction chart Plot line Like-Dislike graphic Fact card	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.3 L.A.E.1.3.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
23-24 (10 days)	Jan. 22 29	Child Labor (Selection 15-16)	Context clues Suffixes	Inferences Sequence Draw conclusions Details and main idea Graphics: Topic sentence/supporting details graphic 5WH web Story within a story web	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
25	Feb 5-6	FCAT WRITING!!					
26 (5 days)	Feb. 12	Author Focus: Karen Hesse (Selection 17-18)	Root words Analogies Suffixes	Summarizing Figurative language Sequence Inferences Setting Details	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.2 L.A.E.1.3.3 L.A.E.1.3.4	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>

				Graphics: Inference character map Word web Story frame Character trait/support web			
27 (5 days)	Feb. 19	INTERIM #3 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
28-29	Feb. 26 Mar. 9	FCAT!!					
30 (4 days)	Mar. 12	END OF QUARTER 3					
31	Mar 26	SDRT POST TEST					
32 (10 days)	Apr. 2 9	Self-Reliance (Selection 19- 20)	Context clues Idioms	Inferring meaning Character development Setting, plot Persuasive techniques Graphics: Story within a story chart Word web Characterization chart Circular story map Opinion statement chart	L.A.A.1.3.2 L.A.A.2.3.3 L.A.E.1.3.2	<i>Reading and</i> <i>Writing</i> <i>Sourcebook</i>	<i>Reading and</i> <i>Writing</i> <i>Sourcebook</i> <i>Multiple</i> <i>Choice</i>
33-34 ((10 days)	Apr. 16 23	Slavery (Selection 21- 22)	Context clues Suffixes	Draw conclusions Details and main idea Summarizing Graphic: Detail, main idea chart	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1	<i>Reading and</i> <i>Writing</i> <i>Sourcebook</i>	<i>Reading and</i> <i>Writing</i> <i>Sourcebook</i> <i>Multiple</i> <i>Choice</i>

				Discussion card Section-by-section card Quotation/thoughts chart			
35-36 (10 days)	Apr. 30 May 7	Author Focus: Elizabeth Borton DeTrevino (Selection 23-24)	Homophones Synonyms Antonyms	Character development Figurative language Draw conclusions Persuasive techniques Graphics: Character web Venn diagram	L.A.A.2.3.1 L.A.A.2.3.1 L.A.A.2.3.3 L.A.E.1.3.2 L.A.E.1.3.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
37 (5 days)	May 14	POST TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
38 (4 days)	May 21	LAST WEEK OF SCHOOL					

NOTES TO TEACHERS

Vocabulary Focus

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Instructional Focus

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Diagnostic Pre, Interim, Post Tests

- ✓ Diagnostic tests focus on two reading skill areas: vocabulary and comprehension. The interim tests chart progress on vocabulary development and comprehension. The pre-test provides a baseline evaluation and the post test provides progress in the grade level as a whole.

- ✓ Comprehension Assessment
 - Fiction or non-fiction passage + 8 questions that evaluate higher order thinking
 - 6 multiple choice questions and 2 “Read-Think-Explain questions
- ✓ Vocabulary Assessment
 - Section 1: Questions 1-5 focus on word meaning and lesson vocabulary (critical grade level vocabulary)
 - Section 2: Questions 6-10 focus on word structure and analysis (prefixes, suffixes, roots)

Assessment

- ✓ This term refers to the assessment that accompanies each selection
- ✓ 10 multiple choice and 1 short response question

INTENSIVE READING – 8TH GRADE PACING GUIDE

SEMESTER 1							
Week	Date	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resources	Assessment
1	Aug. 7	BASELINE ASSESSMENT: PRE TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
3	Aug. 21	SDRT PRE TEST					
2-3-4 (15 days)	Aug. 14 21 28	Growing Up (1-2)	Context clues Suffixes Idioms	Draw conclusions Sequence of events Predicting events, effects Details and topic Graphics: Writer's chart Character chart Character comparison chart Herringbone Sensory chart	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
5-6 (9 days)	Sept. 4 11	Civil War (3-4)	Latin roots Context clues Homographs	Summarizing Chronological organizational pattern Sensory language Graphics: Episode analysis Story board Sensory web Plot line Sequence of events chart	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.1.3.4 L.A.A.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
7-8	Sept.1	Author	Context clues	Character development	L.A.A.1.3.2	<i>Reading and</i>	<i>Reading and</i>

(10 days)	8 25	Focus: Paul Fleischman (5-6)	Synonyms Word origins Connotation and denotation	Comparing/contrasting Inferences Summarizing Common themes Graphics: Venn diagram Inference chart Character web Main idea chart Characterization chart	L.A.A.1.3.3 L.A.E.1.3.1 L.A.E.1.3.2 L.A.E.1.3.4 L.A.E.1.3.5	<i>Writing Sourcebook</i>	<i>Writing Sourcebook Multiple Choice</i>
9	Oct. 2 (5 days)	INTERIM # 1 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
10	Oct. 9	END OF QUARTER 1 LATEST DATE TO BEGIN TRIPLE I & REWARDS PROGRAM					
11-12 (8 days)	Oct. 16 23	Memories (7-8)	Word families Suffixes	Draw conclusions Summarizing Mood Persuasive techniques Graphics: Sensory words Discussion card Sensory words Main idea chart “What I liked, What I didn’t like” chart	L.A.A.1.3.3 L.A.A.1.3.2 L.A.A.2.3.1 L.A.A.2.3.3 L.A.E.1.3.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
13-14 (10 days)	Oct. 30 Nov. 6	Mythology (9-10)	Prefixes Word origins	Predicting events, effects Plot: conflict and resolution Character development Sequence Plot related to conflict Character development Graphics: Chain of events	L.A.A.1.3.1 L.A.A.1.3.3 L.A.E.1.3.2 L.A.E.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>

				Plot line Character map Storyboard Cluster diagram			
15 (5 days)	Nov. 13	Author Focus: John Christopher (Selection 11)	Context clues Prefixes	Predicting events, effects Inferences Comparing/contrasting Graphic: Concept web Inference chart	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.E.2.3.1	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
16 (2 days)	Nov. 20	THANKSGIVING WEEK					
17-18 (9 days)	Nov. 27 Dec 4	Author Focus: John Christopher (Selection 12)	Antonyms	Predicting events, effects Figurative language Persuasive techniques Graphics: Sequence organizer Opinion statement	L.A.A.1.3.1 L.A.A.1.3.3 L.A.E.2.3.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
19	Dec. 11 (5 days)	INTERIM #2 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
20 (2 days)	Dec. 18-20	END OF QUARTER 2					

INTENSIVE READING – 8TH GRADE PACING GUIDE

SEMESTER 2							
Week	Day	Theme	Vocabulary Focus	Instructional Focus	Standard	Text/Resource	Assessment
21-22 (10 days)	Jan. 8 15	Facing Adversity (Selection 13-14)	Context clues Prefixes Compound words	Author's purpose Draw conclusions Rhythm Details and main idea Point of view Graphics: Problem/Solution chart Main idea chart Story pyramid	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.2 L.A.A.2.3.1 L.A.E.1.3.4	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
23-24 (10 days)	Jan. 22 29	Slavery (Selection 15-16)	Context clues Root words Prefixes	Sequence Main idea Flashback Draw conclusions Word choice Summarizing Point of view Graphics: Detail/Main Idea web Concept web "Narrowing the topic" web	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.A.2.3.2 L.A.E.1.3.3	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
25	Feb 5-6	FCAT WRITING!!					
26 (5)	Feb. 12	Author Focus: (Selection 17-	Context clues Analyze words	Character development Predicting events, effects	L.A.A.1.3.1 L.A.A.1.3.2	<i>Reading and Writing</i>	<i>Reading and Writing</i>

days)		18)		Figurative language Author's purpose Graphics: Character map Event chart Venn diagram Story frame	L.A.A.1.3.3 L.A.A.2.3.2 L.A.E.1.3.2 L.A.E.1.3.3	<i>Sourcebook</i>	<i>Sourcebook</i> <i>Multiple</i> <i>Choice</i>
27 (5 days)	Feb. 19	INTERIM #3 <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
28-29	Feb. 26 Mar. 9	FCAT!!					
30 (4 days)	Mar. 12	END OF QUARTER 3					
31	Mar 26	SDRT POST TEST					
32 (10 days)	Apr. 2 9	Fitting In (Selection 19- 20)	Context clues Root words Analogies Homographs	Inferences Drawing conclusions Comparing/contrasting Sensory language Graphics: Episode analysis Transition word bank Word study chart Visualization chart	L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.E.1.3.4	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>
33-34 (10 days)	Apr. 16 23	World War II (Selection 21- 22)	Homographs Heteronyms Context clues Root words	Inferring meaning Predicting events, effects Point of view Sequence Character development Graphics: Sequence	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.A.2.3.1 L.A.A.2.3.2 L.A.E.1.3.2	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook</i> <i>Multiple Choice</i>

				chart Character web Plot web Story frame			
35-36 (10 days)	Apr. 30 May 7	Author Focus: Christopher Paul Curtis (Selection 23-24)	Context clues Prefixes Connotation, denotation Suffixes	Drawing conclusion Flashback Sensory language Predicting events, effects Conflict and resolution Sequence Graphics: “Story within a Story” chart Setting chart Story map Characterization chart Story pie	L.A.A.1.3.1 L.A.A.1.3.2 L.A.A.1.3.3 L.A.E.1.3.2 L.A.E.1.3.3 L.A.E.1.3.4	<i>Reading and Writing Sourcebook</i>	<i>Reading and Writing Sourcebook Multiple Choice</i>
37 (5 days)	May 14	POST TEST <i>Florida Diagnostic Tests for Reading and Writing Sourcebook</i>					
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