

**Hamilton Central School District
Common Core Curriculum Mapping**

**Subject: MS Reading
Grade Level: 6 - 8
Teacher: Roy**

Units of Study	Curricular Content	Learning Strategies Instruction	Common Core Standards	Enduring Understanding(s)	Essential Questions	Terminology
Unit: Back to School Time Frame: First 3 days of school	Survey & Activities: Students will complete a student timeline of important events in their life Students will complete and share an interest survey Students will complete a survey regarding how they feel about group work Families will complete a survey to connect home with school learning Parents will complete a survey regarding their child's learning	<i>The following are used in each unit of study throughout the year:</i> Making Connections Building Schema Asking Questions Monitor for Meaning Drawing Inferences Determining Importance Visualization Synthesizing Small and Whole Group Discussion Conferring	<i>The following are used in each unit of study throughout the year:</i> Reading Standards for Literature: 4.2, 5.1, 5.3, 5.4, 5.5, 5.6, 4.7, 4.10, 6.2, 6.3, 7.2, 7.3, 6.4, 7.4, 8.4, 6-8.7, 6-8.10 Reading Standards for Informational Text: 5.1, 5.2, 5.3, 5.4, 5.6, 4.7, 6-8.1, 6-8.4, 6-8.5, 6-8.6, 6-8.8, 6-8.10 Reading Foundations: 5.3a, 5.4a-c Speaking and	Effective readers are able to choose literature they will enjoy Effective students are able to choose the tools and atmosphere that are most effective for their learning	What kind of literature do I like to read? How can I figure out the right tools to use in order to grow into an effective reader? How can my family assist in building my reading skills? How can I begin to understand what kind of learner I am? Why do I read?	Interest Survey Advocate Genre Literature

<p>F & P Benchmarking (Fall, Winter & Spring)</p> <p>NWEA Assessment (Fall, Winter & Spring)</p>			<p>Listening: 5.1 a-d, 5.3, 5.4, 6-8.1, 6-8.4</p> <p>Listening: 4.2a-d, 5.3a-b, 4.4a-c, 5.4a-c, 5.5c, 6.2, 6-8.3, 6-8.4, 5.6, 6-8.5, 6.6</p>			
<p><u>Unit:</u> Comprehension</p> <p><u>Time Frame:</u> Continuous throughout the year</p>	<p>Comprehension</p>	<p><u>Connections:</u></p> <p>Recognize text connections</p> <p><u>Infer:</u></p> <p>Use evidence in text to make inferences.</p> <p><u>Monitor for Meaning:</u></p> <p>Identify and apply the meaning of vocabulary.</p> <p>Use context clues to understand vocabulary and text.</p> <p><u>Question:</u></p> <p>Ask questions before, during and after reading in order to clarify thinking.</p> <p><u>Predict:</u></p> <p>Use evidence to make, confirm or disprove predictions.</p>		<p>Effective readers use a variety of strategies to understand the meaning of text</p> <p>Effective readers use literary elements to help them comprehend the implied meanings in a piece of text</p> <p>Effective readers synthesize ideas, figurative language, examples and details to apply these new concepts to new situations</p> <p>Effective readers learn through conferring, what others think about reading</p> <p>Effective readers vary reading strategies for purpose and form</p>	<p>How do I understand what I read?</p> <p>Why should I read?</p> <p>What strategies do I use when I do not understand text? How can critically reading different genres of literature help to determine commonalities of themes?</p> <p>How can making connections to the text, to self and to the world promote understanding?</p> <p>Why is it important to have a purpose for reading?</p> <p>Can I use a variety of comprehension strategies when reading?</p>	<p>Critical lens Literary elements Comprehension Theme Synthesize Figurative language Confer Prediction Essential Nonessential Retell Purpose Prior Knowledge Fact Detail Respond Confirm Question Fiction Non-Fiction Explain Picture clues Sequence</p>

		<p>Use examples and details to make inferences and predictions.</p> <p><u>Determining Importance:</u></p> <p>Distinguish between essential and nonessential information within text.</p>			<p>What different ways can I respond to text?</p> <p>How do I know if I understand what I read?</p> <p>Why is it important to understand the author's intended meaning of the text?</p> <p>How does knowing the parts of a book help us to locate information quickly?</p> <p>How does literature help us to understand ourselves and others?</p>	
<p><u>Unit:</u> Fluency</p> <p><u>Time Frame:</u> Continuous throughout the year</p>	Fluency	<p>Read from a variety of genres with accuracy, speed and expression.</p> <p>Read independently for a specific period of time. (building stamina)</p> <p>Read with sufficient accuracy and fluency in order to support comprehension.</p> <p>Read appropriately leveled text with accuracy and appropriate rate and speed.</p> <p>Monitor fluency through guided reading sessions.</p>		<p>Effective readers are able to read a variety of text independently and for a period of time</p> <p>Effective readers are able to read appropriately leveled text with purpose and understanding</p> <p>Effective readers use punctuation to help understand text</p> <p>To improve fluency effective readers use text with many known words</p>	<p>Can I monitor my own rate of fluency?</p> <p>Can I read with fluency and understanding?</p> <p>How does the type of text I read change the way I read it?</p> <p>Can I practice reading aloud to improve fluency?</p> <p>How can my classmates assist me in improving my fluency?</p> <p>What do effective readers sound like?</p> <p>How does reading</p>	<p>Fluency Monitor</p> <p>Appropriate Level</p> <p>Accuracy</p> <p>Automaticity</p> <p>Prosody</p> <p>Stamina</p> <p>Guided Reading</p> <p>Pattern</p> <p>Expression</p> <p>Tone</p>

		<p>Use technology to record and rate fluency improvement.</p> <p>Use Poetry, Song and Reader's Theatre to help improve fluency.</p>			<p>fluently help me to understand what I read?</p> <p>How can I improve my speed, accuracy and expression when I read?</p>	
<p><u>Unit:</u> Word Work</p> <p><u>Time Frame:</u> Continuous throughout the year</p>	Word Work	<p>Use of context clues in understanding word meaning and pronunciation.</p> <p>Use Greek/Latin roots suffixes and prefixes to determine the meaning of words.</p> <p>Decode multisyllabic words.</p> <p>Use knowledge of letter - sound correspondences, syllabication patterns, and morphology (roots/affixes) to read accurately, unfamiliar words in and out of context.</p> <p>Share new words learned.</p> <p>Use context clues to</p>		<p>Effective readers use knowledge of vocabulary to understand text</p> <p>Effective readers will analyze and synthesize self-selected reading material</p> <p>Effective readers speculate about word meaning and why an author chooses words</p> <p>Effective readers will use context clues to understand words in text</p> <p>Effective readers use a variety of word</p>	<p>How does vocabulary enhance reading?</p> <p>How do I know if I understand the words I read?</p> <p>What reading skills can I apply to understand what I read?</p> <p>What can I do to help aid my understanding of pronunciation of words?</p> <p>How does increasing vocabulary make me a better reader?</p> <p>How can parts of words help me</p>	<p>Enhance</p> <p>Context Clues</p> <p>Suffix</p> <p>Prefix</p> <p>Decode</p> <p>Multisyllabic</p> <p>Analyze</p> <p>Synthesize</p> <p>Speculate</p> <p>Phonics</p> <p>Decode</p>

		<p>understand intended meaning of words.</p> <p>Spell high-frequency words correctly.</p> <p>Hear when words/sentences don't sound like language and correct them.</p> <p>Word on learning high frequency vocabulary (verbs: CTC)</p>		<p>identification strategies such as phonics, decoding and context clues</p>	<p>determine the meaning of unknown words?</p> <p>How can I use context clues to understand new words?</p> <p>Why is it important to learn new vocabulary words?</p>	
<p>Unit: Independent Reading</p> <p>Time Frame: Continuous throughout the year (15 minutes every day the class meets throughout the year)</p>	Independent Reading	<p>Reading for Pleasure</p> <p>Exploring a variety of genres</p> <p>Increase stamina as a reading.</p>		<p>Effective readers set a purpose for their reading to aid in comprehension</p> <p>Through conferring effective readers discuss with others the points of interest in text</p> <p>Effective readers employ many strategies to help understanding the text chosen</p>	<p>Can I read for different purposes?</p> <p>How will reading independently improve my skills as a reader?</p> <p>Can I increase my knowledge through independent reading</p> <p>How will I respond to different text that I read?</p> <p>What kind of literature do I like to read?</p> <p>How can reading different text help me to learn to understand and accept other and their viewpoint?</p> <p>How can I determine if the book I chose is "just right" for me?</p>	<p>Genre</p> <p>Respond</p> <p>Confer</p> <p>Purpose</p> <p>Strategies</p> <p>Literature</p> <p>Fiction</p> <p>Non-Fiction</p> <p>Viewpoint</p> <p>Support Details</p> <p>Just Right Book</p> <p>Abandon</p>

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