

## Curriculum Map

Subject: <u>Reading Improvement I</u>	Grade Level: <u>9</u>	Sixth Week: <u>5<sup>th</sup></u>	Week: <u>1</u>
Instructional Focus Summary	The student will participate in final review for Reading/ELA Test.		
TEKS/SE  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p><b>Reading</b></p> <p>RI.1 The student uses a variety of word recognition strategies.            (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words            (B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p>RI.2 The student reads with fluency and understanding in increasingly demanding texts.            (A) read silently for a sustained period of time            (B) read orally at a rate that enables comprehension            (C) adjust reading rate according to purpose for reading</p> <p>RI.3 The student reads for different purposes in varied sources.            (A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure            (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media</p> <p>RI.4 The student builds an extensive vocabulary through reading and systematic word study.            (A) expand vocabulary by reading, listening, and discussing            (B) determine meanings by using context            (C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings            (D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings</p> <p>RI.5 The student comprehends selections using a variety of strategies.            (A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning            (B) use previous experience to comprehend            (C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems            (D) find similarities and differences across texts such as explanations, points of view, or themes            (E) construct images based on text descriptions            (F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming            (G) summarize texts by identifying main ideas and relevant details  <u>(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience</u>  <u>(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order</u>            (J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions</p> <p>RI.6 The student formulates and supports responses to various types of texts.            (A) respond aesthetically, inquisitively, critically, and actively to texts            (B) respond to text through discussion, journal writing, performance, and visual representation            (C) support responses by adjusting, giving evidence, and clarifying</p>		

RI.7 The student reads texts to find information on self-selected and assigned topics.  
(A) generate relevant, interesting, and researchable questions  
(B) locate appropriate print and non-print information using text and technical resources, including databases  
(C) use text organizers such as overviews, headings, and graphic features to locate and categorize information  
(D) organize and record new information such as notes, charts, and graphic organizers  
(E) communicate information gained from reading  
(F) use compiled information and knowledge to raise additional unanswered questions

RI.8 The student reads critically to evaluate texts and the credibility of sources.

(A) analyze the characteristics of well-constructed text

(B) evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics

(C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone

(D) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect

(E) apply modes of reasoning such as induction and deduction to think critically

(F) recognize logical and illogical arguments in text

RI.9 The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.

(A) compare text events with his/her own and other readers' experiences

(B) recognize and discuss literary themes and connections that cross cultures

ELA-9<sup>th</sup>

**Eng 1.6 Reading/word identification/vocabulary development. The student uses a variety of strategies to read unfamiliar words and to build vocabulary.**

(A) expand vocabulary through wide reading, listening, and discussing

**(B) rely on context to determine meanings of words and phrases such as figurative language, idioms, multiple meaning words, and technical vocabulary**

**(C) apply meanings of prefixes, roots, and suffixes in order to comprehend**

(D) research word origins, including Anglo-Saxon, Latin, and Greek words

**(E) use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meanings and usage**

**(F) identify the relation of word meanings in analogies, homonyms, synonyms/antonyms, and connotation/denotation**

**Eng 1.7 Reading/comprehension. The student comprehends selections using a variety of strategies.**

**(E) analyze text structures such as compare and contrast, cause and effect, and chronological ordering**

**(F) identify main ideas and their supporting details**

**(G) summarize texts**

**(H) draw inferences such as conclusions, generalizations, and predictions and support them from text**

**Eng 1.8 Reading/variety of texts. The student reads extensively and intensively for different purposes in varied sources, including world literature.**

**(B) read in such varied sources as diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, and other media**

**(D) interpret the possible influences of the historical context on a literary work**

**Eng 1.10 Reading/literary response. The student expresses and supports responses to various types of texts.**

**(B) use elements of text to defend his/her own responses and interpretations**

**Eng 1.11 Reading/literary concepts. The student analyzes literary elements for**

	<p><u>their contributions to meaning in literary texts.</u>  <b>(A) recognize the theme (general observation about life or human nature) within a text</b>  <b>(B) analyze the relevance of setting and time frame to text's meaning</b>  <b>(C) analyze characters and identify time and point of view</b>  <b>(D) identify basic conflicts</b>  <b>(E) analyze the development of plot in narrative text</b>  <b>(F) recognize and interpret important symbols</b>  <b>(G) recognize and interpret poetic elements like metaphor, simile, personification, and the effect of sound on meaning</b>  <b>(H) understand literary forms and terms such as author, drama, biography, autobiography, myth, tall tale, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selections being read</b></p> <p><b>Eng 1.12 Reading/analysis/evaluation. The student reads critically to evaluate texts.</b>  <b>(A) analyze characteristics of text, including its structure, word choices, and intended audience</b>  <b>(B) evaluate the credibility of information sources and determine the writer's motives</b>  <b>(C) analyze text to evaluate the logical argument and to determine the mode of reasoning used such as induction and deduction</b>  <b>(D) analyze texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques</b></p> <p><b>Eng 1.19 Viewing/representing/interpretation. The student understands and interprets visual representations.</b>  <b>(A) describe how meanings are communicated through elements of design, including shape, line, color, and texture</b>  <b>(B) analyze relationships, ideas, and cultures as represented in various media</b>  <b>(C) distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements</b></p> <p><b>Eng 1.20 Viewing/representing/analysis. The student analyzes and critiques the significance of visual representations.</b>  <b>(A) investigate the source of a media presentation or production such as who made it and why it was made</b>  <b>(B) deconstruct media to get the main idea of the message's content</b>  <b>(C) evaluate and critique the persuasive techniques of media messages such as glittering generalities, logical fallacies, and symbols</b></p>
<p>Concepts/ Vocabulary</p>	<p>Inferences,  Conclusions,  Comparing,  Contrasting,  Evaluating,  Main Idea,  Supporting Details,  Analyze,  Allusion,  Analogy,  Viewpoint,  Irony,  Plot,  Setting  Characters,  Theme,  Dialogue,  Compare,</p>

	Contrast, Conflict, Flashback, Foreshadowing, Tone, Climax Suspense Summary Theme Figurative language Prefixes Roots Suffixes Context Clues Homonyms Similes Metaphors Idioms Connotation Denotation Synonyms Antonyms Time Frame Symbols Themes Alliteration
Resources	Student Notebooks, TAKS Test (on Computer and screen)
Instructional Activities	Discuss, Review
Assessment	TAKS
Integration	English Concepts reinforced throughout course.
Intervention	
Extension	Before and After School Tutorials

<b>Subject:</b> <u>Reading Improvement I</u>	<b>Grade Level:</b> <u>9</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>2</u>
<b>Instructional Focus Summary</b>	The students will be working with character development, plot development, and the concept that one young people can make a difference.		
<b>TEKS/SE</b>  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u>	<p>RI.1 The student uses a variety of word recognition strategies.  (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words  (B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p>RI.2 The student reads with fluency and understanding in increasingly demanding texts.  (A) read silently for a sustained period of time  (B) read orally at a rate that enables comprehension  (C) adjust reading rate according to purpose for reading</p> <p>RI.3 The student reads for different purposes in varied sources.  (A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure  (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media</p> <p>RI.4 The student builds an extensive vocabulary through reading and systematic word study.  (A) expand vocabulary by reading, listening, and discussing  (B) determine meanings by using context  (C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings  (D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings</p> <p>RI.5 The student comprehends selections using a variety of strategies.  (A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning  (B) use previous experience to comprehend  (C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems  (D) find similarities and differences across texts such as explanations, points of view, or themes  (E) construct images based on text descriptions  (F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming  (G) summarize texts by identifying main ideas and relevant details  <u>(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience</u>  <u>(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order</u>  (J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions</p> <p>RI.6 The student formulates and supports responses to various types of texts.  (A) respond aesthetically, inquisitively, critically, and actively to texts  (B) respond to text through discussion, journal writing, performance, and visual representation  (C) support responses by adjusting, giving evidence, and clarifying</p>		

	<p>RI.7 The student reads texts to find information on self-selected and assigned topics.  (A) generate relevant, interesting, and researchable questions  (B) locate appropriate print and non-print information using text and technical resources, including databases  (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information  (D) organize and record new information such as notes, charts, and graphic organizers  (E) communicate information gained from reading  (F) use compiled information and knowledge to raise additional unanswered questions</p> <p><u>RI.8 The student reads critically to evaluate texts and the credibility of sources.</u>  <u>(A) analyze the characteristics of well-constructed text</u>  <u>(B) evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics</u>  (C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone  <u>(D) analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect</u>  <u>(E) apply modes of reasoning such as induction and deduction to think critically</u>  (F) recognize logical and illogical arguments in text</p> <p>RI.9 The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.  (A) compare text events with his/her own and other readers' experiences  (B) recognize and discuss literary themes and connections that cross cultures</p>
<p>Concepts/ Vocabulary</p>	<p>Abolish  Caustic  Debunk  Eclectic  Serendipity  Tacit  Eliminate  Scathing  Invalidate  Diverse  Luck  Implied</p>
<p>Resources</p>	<p>Scope "The Great Debaters," Questions, White Paper,</p>
<p>Instructional Activities</p>	<p>Read Aloud, Discuss Play, Act out Words, Discuss Character and Plot Development.</p>
<p>Assessment</p>	<p>Pre-Quizzes, Post-Quizzes, Daily Practice</p>
<p>Integration</p>	<p>English Concepts reinforced throughout course.</p>
<p>Intervention</p>	

Extension	Before and After School Tutorials
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<b>Subject:</b> <u>Reading Improvement I</u>	<b>Grade Level:</b> <u>9</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>3</u>
Instructional Focus Summary	The student will continue practicing character development, and plot development. The student will practice reading aloud (concentrating on finding the rhythm of each character of the play).		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>RI.1 The student uses a variety of word recognition strategies.</p> <p>(A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words</p> <p>(B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p>RI.2 The student reads with fluency and understanding in increasingly demanding texts.</p> <p>(A) read silently for a sustained period of time</p> <p>(B) read orally at a rate that enables comprehension</p> <p>(C) adjust reading rate according to purpose for reading</p> <p>RI.3 The student reads for different purposes in varied sources.</p> <p>(A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure</p> <p>(B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media</p> <p>RI.4 The student builds an extensive vocabulary through reading and systematic word study.</p> <p>(A) expand vocabulary by reading, listening, and discussing</p> <p>(B) determine meanings by using context</p> <p>(C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings</p> <p>(D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings</p> <p>RI.5 The student comprehends selections using a variety of strategies.</p> <p>(A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning</p> <p>(B) use previous experience to comprehend</p> <p>(C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems</p> <p>(D) find similarities and differences across texts such as explanations, points of view, or themes</p> <p>(E) construct images based on text descriptions</p> <p>(F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming</p> <p>(G) summarize texts by identifying main ideas and relevant details</p> <p><u>(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience</u></p> <p><u>(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order</u></p> <p>(J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions</p> <p>RI.6 The student formulates and supports responses to various types of texts.</p> <p>(A) respond aesthetically, inquisitively, critically, and actively to texts</p> <p>(B) respond to text through discussion, journal writing, performance, and visual representation</p> <p>(C) support responses by adjusting, giving evidence, and clarifying</p>		

	<p>RI.7 The student reads texts to find information on self-selected and assigned topics.  (A) generate relevant, interesting, and researchable questions  (B) locate appropriate print and non-print information using text and technical resources, including databases  (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information  (D) organize and record new information such as notes, charts, and graphic organizers  (E) communicate information gained from reading  (F) use compiled information and knowledge to raise additional unanswered questions</p> <p><u>RI.8 The student reads critically to evaluate texts and the credibility of sources.</u>  (A) <u>analyze the characteristics of well-constructed text</u>  (B) <u>evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics</u>  (C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone  (D) <u>analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect</u>  (E) <u>apply modes of reasoning such as induction and deduction to think critically</u>  (F) recognize logical and illogical arguments in text</p> <p>RI.9 The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.  (A) compare text events with his/her own and other readers' experiences  (B) recognize and discuss literary themes and connections that cross cultures</p>
Concepts/ Vocabulary	Cantankerous Detest Pretentious Sanguine Vapid Empty-headed Grouchy Pompous Showy Upbeat
Resources	Scope "Sense and Sensibility," Questions
Instructional Activities	Read Aloud, Discuss Play, Act out Words, Discuss Character and Plot Development.
Assessment	Pre-Quizzes, Post-Quizzes, Daily Practice
Integration	English Concepts reinforced throughout course.
Intervention	

Extension	Before and After School Tutorials
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<b>Subject:</b> <u>Reading Improvement I</u>	<b>Grade Level:</b> <u>9</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>4</u>
<b>Instructional Focus Summary</b>	<p>The student will continue practicing character development, and plot development. The student will practice reading aloud (concentrating on finding the rhythm of each character of the play). The student will evaluate the importance of believing in self.</p>		
<p><b>TEKS/SE</b></p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>RI.1 The student uses a variety of word recognition strategies. (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p>RI.2 The student reads with fluency and understanding in increasingly demanding texts. (A) read silently for a sustained period of time (B) read orally at a rate that enables comprehension (C) adjust reading rate according to purpose for reading</p> <p>RI.3 The student reads for different purposes in varied sources. (A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media</p> <p>RI.4 The student builds an extensive vocabulary through reading and systematic word study. (A) expand vocabulary by reading, listening, and discussing (B) determine meanings by using context (C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings (D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings</p> <p>RI.5 The student comprehends selections using a variety of strategies. (A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning (B) use previous experience to comprehend (C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems (D) find similarities and differences across texts such as explanations, points of view, or themes (E) construct images based on text descriptions (F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming (G) summarize texts by identifying main ideas and relevant details <u>(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience</u> <u>(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order</u> (J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions</p> <p>RI.6 The student formulates and supports responses to various types of texts. (A) respond aesthetically, inquisitively, critically, and actively to texts (B) respond to text through discussion, journal writing, performance, and visual representation</p>		

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Concepts/ Vocabulary	Alleviate Ambivalent Iniquity Provoke Scrutinize Zenith Ease Unsure Wrongdoing Goad Inspect Culmination
Resources	Scope "The Dark is Rising," Questions
Instructional Activities	Read Aloud, Discuss Work, Practice both individually and in teams
Assessment	Pre-Quizzes, Post-Quizzes, Daily Practice
Integration	English Concepts reinforced throughout course.

Intervention	
Extension	Before and After School Tutorials

Subject: <u>Reading Improvement I</u>	Grade Level: <u>9</u>	Sixth Week: <u>5<sup>th</sup></u>	Week: <u>5</u>
Instructional Focus Summary	<p>The student will continue practicing character development, and plot development.  The student will practice reading aloud (concentrating on finding the rhythm of each character of the play).  The student will practice fluency.</p>		
<p>TEKS/SE</p> <p><b>(Bolded TEKS/SE are assessed with TAKS)</b></p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>RI.1 The student uses a variety of word recognition strategies.  (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words  (B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p>RI.2 The student reads with fluency and understanding in increasingly demanding texts.  (A) read silently for a sustained period of time  (B) read orally at a rate that enables comprehension  (C) adjust reading rate according to purpose for reading</p> <p>RI.3 The student reads for different purposes in varied sources.  (A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure  (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media</p> <p>RI.4 The student builds an extensive vocabulary through reading and systematic word study.  (A) expand vocabulary by reading, listening, and discussing  (B) determine meanings by using context  (C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings  (D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings</p> <p>RI.5 The student comprehends selections using a variety of strategies.  (A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning  (B) use previous experience to comprehend  (C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems  (D) find similarities and differences across texts such as explanations, points of view, or themes  (E) construct images based on text descriptions  (F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming  (G) summarize texts by identifying main ideas and relevant details  <u>(H) make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience</u>  <u>(I) analyze and use text structures such as compare/contrast, cause/effect, and chronological order</u>  (J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions</p> <p>RI.6 The student formulates and supports responses to various types of texts.  (A) respond aesthetically, inquisitively, critically, and actively to texts  (B) respond to text through discussion, journal writing, performance, and visual representation</p>		

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Concepts/ Vocabulary	Listless Malevolent Oration Placid Prudent Vehemently Sluggish Malicious Address Tranquil Wise Fervently
Resources	Scope "The Picture of Pamela Gray," Questions
Instructional Activities	Read Aloud, Discuss Work, Practice both individually an in teams
Assessment	Pre-Quizzes, Post-Quizzes, Daily Practice
Integration	English Concepts reinforced throughout course.

Intervention	
Extension	Before and After School Tutorials

<b>Subject:</b> <u>Reading Improvement I</u>	<b>Grade Level:</b> <u>9</u>	<b>Sixth Week:</b> <u>5<sup>th</sup></u>	<b>Week:</b> <u>6</u>
<b>Instructional Focus Summary</b>	<p>The students will complete partner projects.  The students will work on creativity, team building, and role-playing.</p>		
<p><b>TEKS/SE</b>  <b>(Bolded TEKS/SE are assessed with TAKS)</b>  <u>(Power TEKS/Student Expectations are Underlined)</u></p>	<p>RI.1 The student uses a variety of word recognition strategies.  (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words  (B) use the keys and entry information in dictionaries, glossaries, and other sources to confirm pronunciations and meanings of unfamiliar words</p> <p>RI.2 The student reads with fluency and understanding in increasingly demanding texts.  (A) read silently for a sustained period of time  (B) read orally at a rate that enables comprehension  (C) adjust reading rate according to purpose for reading</p> <p>RI.3 The student reads for different purposes in varied sources.  (A) read to complete a task, to gather information, to be informed, to solve problems, to answer questions, and for pleasure  (B) read sources such as literature, diaries, journals, textbooks, maps, newspapers, letters, speeches, memoranda, electronic texts, technical documents, and other media</p> <p>RI.4 The student builds an extensive vocabulary through reading and systematic word study.  (A) expand vocabulary by reading, listening, and discussing  (B) determine meanings by using context  (C) use prefixes, roots, suffixes, word origins, and spelling to understand meanings  (D) employ reference aids such as glossary, dictionary, thesaurus, and available technology to determine meanings</p> <p>RI.5 The student comprehends selections using a variety of strategies.  (A) monitor his/her own reading and adjust when understanding breaks down such as by rereading, using resources, and questioning  (B) use previous experience to comprehend  (C) determine and adjust purpose for reading such as to find out, to understand, to interpret, to enjoy, and to solve problems  (D) find similarities and differences across texts such as explanations, points of view, or themes  (E) construct images based on text descriptions  (F) organize, learn, and recall important ideas from texts and oral presentations such as note taking, outlining, using learning logs, rereading, scanning, and skimming  (G) summarize texts by identifying main ideas and relevant details  (H) <u>make inferences such as drawing conclusions and making generalizations or predictions, supporting them with text evidence and experience</u>  (I) <u>analyze and use text structures such as compare/contrast, cause/effect, and chronological order</u>  (J) use test-taking skills such as highlighting, making marginal notes, previewing questions before reading, noticing key words, employing process of elimination, allotting time, and following directions</p> <p>RI.6 The student formulates and supports responses to various types of texts.  (A) respond aesthetically, inquisitively, critically, and actively to texts  (B) respond to text through discussion, journal writing, performance, and visual representation  (C) support responses by adjusting, giving evidence, and clarifying</p>		

	<p>RI.7 The student reads texts to find information on self-selected and assigned topics.  (A) generate relevant, interesting, and researchable questions  (B) locate appropriate print and non-print information using text and technical resources, including databases  (C) use text organizers such as overviews, headings, and graphic features to locate and categorize information  (D) organize and record new information such as notes, charts, and graphic organizers  (E) communicate information gained from reading  (F) use compiled information and knowledge to raise additional unanswered questions</p> <p><u>RI.8 The student reads critically to evaluate texts and the credibility of sources.</u>  (A) <u>analyze the characteristics of well-constructed text</u>  (B) <u>evaluate the credibility of information sources and their appropriateness for assigned and self-selected topics</u>  (C) describe how a writer's motivation, stance, or position may affect text credibility, structure, or tone  (D) <u>analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect</u>  (E) <u>apply modes of reasoning such as induction and deduction to think critically</u>  (F) recognize logical and illogical arguments in text</p> <p>RI.9 The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.  (A) compare text events with his/her own and other readers' experiences  (B) recognize and discuss literary themes and connections that cross cultures</p>
<p>Concepts/ Vocabulary</p>	<p>Alleviate Ambivalent Iniquity Provoke Scrutinize Zenith Ease Unsure Wrongdoing Goad Inspect Culmination</p>
<p>Resources</p>	<p><i>Scopes</i></p>
<p>Instructional Activities</p>	<p>All remaining <i>Scopes</i> in classroom.</p>
<p>Assessment</p>	<p>Presentation of Group Project.</p>
<p>Integration</p>	<p>English Concepts reinforced throughout course.</p>
<p>Intervention</p>	

Extension	Before and After School Tutorials
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