

Champaign Unit 4 School District Curriculum Map

6th Grade ELA I (Reading)

Levels of Thinking (Bloom's Taxonomy)					
Remember	Understand	Apply	Analyze	Evaluate	Create

Parallels of Reading/Writing Process		
Stage	Reading	Writing
Planning	<ul style="list-style-type: none"> • Set goals: purpose for reading – what is the author saying? • Use background and experiences with the author's cues to make meaning from the text • Seek specific information 	<ul style="list-style-type: none"> • Set goals: author's purpose – what do I want to say? • Use background and experiences to generate ideas • Focus and narrow the topic
Drafting	<ul style="list-style-type: none"> • Skim the text for a place to begin • Begin the reading to define the topic or establish the scenario of the story • Read the text the first time for initial understanding 	<ul style="list-style-type: none"> • First draft to get ideas down • Search for the right lead • Select and refine the ideas
Revising	<ul style="list-style-type: none"> • Examine interpretations: Is this what the author really means? • Re-read from a different perspective: What if...? • Re-read for a different purpose 	<ul style="list-style-type: none"> • Re-read the draft, delete words and ideas, correct errors, move sentences, etc. • Different kinds of revisions: topical revision, stylistic concerns

Best-Practices in Reading Instruction: Taught Throughout Year
<p>Read a wide range of literature including multiple genres of fiction and nonfiction.</p> <p>Distinguish among multiple genres of literature, including realistic and historical fiction, folk-tales and fairy tales, myths and legends, science-fiction and fantasy, non-fiction (memoir, personal narrative, biography, exposition, web-sites, textbooks, newspaper and magazine article), advertisements, and poetry based on attributes. (IAF 2.6.14)</p> <p>Learn and apply self-monitoring and self-correcting strategies during reading to check and clarify for understanding.</p> <p>Vocabulary development and word study</p> <p>Self-select books of appropriate difficulty to read independently. For differentiation ideas, see Prentice Hall Gen. Resources p.2. For ideas about teaching new vocabulary, see PH Gen. Resources p.6-7.</p>

- Symbol Key: Plain text = Support resources; **Bold text** = Assessments; *Italicized text* = Activities; (Bracketed text) = Literature connections;
 - Differentiation materials are followed by a superscript E = Enrichment or R = Re-teaching

Time Frame	Understandings and Objectives	Primary Resource(s)	Assessments, Activities, (Literature connections), Differentiation ^{E or R} (See symbol key below)	Support Resources and Technology	ILS and Assessment Framework
Q 1	Author's Purpose	PH Text p.5, 15 "My Heart is in the High lands" p.347, 348, 350 PH Reading Kit: p. 30/31, 102/103, 130/131 PH Graphic Organizers: p. 218	<i>Read story. Discuss author's purpose. Reread and reanalyze.</i> <i>Use authors' profiles (text and DVD)</i> <i>Have students look for bias.</i> <i>Use political ads to look at bias and what is being said about values. Compare and contrast actual record of candidate.</i>	PH DVD: "About the Author" Evaluating websites ASPCA.org Petsmart.com http://72.14.205.104/search?q=cache:Y2hqWv2MU9EJ:instech.usd.k12.az.us/focus/six/read/6R3C1PO4_1.doc+author%27s+purpose+lesson+plans&hl=en&ct=clnk&cd=5&gl=us Basic author's purpose explanation and practice http://boe.linc.k12.wv.us/education/components/scrapbook/default.php?sectiondetailid=3185&pagecat=41&PHPSESSID=163567606be1a199da99b4268417c64b Author's purpose and fairy tales	1.6.23 1.6.24

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<p>Q1 (cont)</p>	<p>Recalling & Retelling -reread when needed for meaning -check/clarify for understanding -relate events, main ideas, themes from text -respond to literal, text-based questions</p>	<p>PH Text pp. 22, 28, 38 “Stray” PH Unit Resources pp. 24, 40</p> <p>PHText pp. 280, 292, 304 “The King of Mazy May” and “Aaron’s Gift” PH Unit Resources pp. 150, 166</p>	<p><i>Create a timeline of events from text</i></p> <p><i>Write a letter to a friend describing book</i></p> <p><i>Have students summarize directions, reading, etc.</i></p>	<p>http://www.middleweb.com/ReadWrkshp/RWdownload/retellnonfictionrubric.pdf Rubric on retelling</p>	<p>1.6.14</p>
	<p>Identify Elements of Fiction: Plot</p> <p>Character</p> <p>Setting</p>	<p>PH Text pp. 254, 266, 276 “The All-American Slurp” PH Unit Resources pp. 116, 132 PH Text, Comparing Literary Works: Theme p. 314</p>	<p><i>Graphic organizers (see Prentiss Hall “Graphic Organizers” text, and “General Resources”)</i></p> <p><i>Do read-alouds</i></p>	<p>http://www.readwritetink.org/lessons/lesson_view.asp?id=306 Plot diagram</p>	<p>2.6.01</p>
	<p>Theme</p>	<p>PH Reading Kit: Plot - p. 6/7 Setting – p. 82/83 Character – p. 56/57 Theme – p. 80-81</p>	<p><i>Use “what if” questioning</i></p> <p><i>Rewrite a part of a book and describe how it would change the story</i></p>	<p>http://www.readwritetink.org/lessons/lesson_view.asp?id=407 Using mysteries to motivate readers and deconstruct plot</p>	
	<p>Foils</p>	<p>PH Graphic Organizers: p. 224, 220, 221</p>	<p><i>Rewrite the setting of a book/story</i></p> <p><i>Rewrite from a section for from a different character’s perspective</i></p>	<p>http://www.readwritetink.org/lessons/lesson_view.asp?id=961 Creating a travel brochure of a book or short story</p> <p>http://www.readwritetink.org/lessons/lesson_view.asp?id=23 Great activity for learning the importance of point of view and setting a purpose for reading.</p>	
				<p>http://www.readwritetink.org/lessons/lesson_view.asp?id=94 Using movies and texts to teach flashbacks.</p>	

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<p>Q1 (cont)</p>	<p>Explain how plot, setting, character, and theme contribute to the meaning of a literary selection.</p>				<p>2.6.02</p>
	<p>Distinguish among narrative, persuasive, and expository texts</p>	<p>Comparing literary works: fiction and nonfiction, text pp. 66, 79 Comparing Literary works: Biography and Autobiography, pp. 406, 421 Comparing Literary Works: Author’s Style, “Letter from a Concentration Camp”, “Letter to Scottie”, text pp. 474, 483</p>			<p>2.6.15</p>
	<p>Predicting -before Reading -during Reading -check/modify based on textual evidence -reflect</p>	<p>PH Text pp. 20/21, 80 “Stray” pp. 22, 28, 38 Unit Resources pp. 23, 39 “The Drive-In Movies” pp. 42, 48, 58 Unit Resources pp. 57, 73 Reading Kit: p. 2/3</p>	<p><i>Read alouds – keep log of predictions using C-notes (one side for predictions, one side for reasons from text)</i></p>	<p>http://www2.scholastic.com/browse/article.jsp?id=3868</p> <p>http://www.teachervisio.n.fen.com/skill-builder/reading/48711.html</p> <p>http://www.weac.org/News/2003-04/april04/read.htm</p>	<p>1.6.07 1.6.08</p>
<p>Sequencing -chronological order -sequential order (cause/effect) -logical order</p>	<p>PH Graphic Organizers: p. 223 (Outline); 228 (Timeline)</p>	<p><i>Create a timeline of events Summarize story, cut apart, mix up and put in order</i></p> <p><i>Use groups to summarize parts of a story, photocopy, and have students put in order</i></p>	<p>http://www.teachersdesk.org/readflap.html Active sequencing project- making a mini flap chart</p>	<p>1.6.17</p>	

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<p>Q1 (cont)</p>	<p>Making Connections -relate to other experiences (self, others, world, texts, culture, society, history, movies, etc.)</p> <p>Visualizing -identify sensory details in text -create mental pictures of text -describe/create/relate visual representation of text -determine how illustrators use art to express their ideas</p>	<p>Set Purpose for Reading by Making Connections, Text pp. 842 and 864</p> <p>PH Text pp. 558, 563</p>	<p><i>Text-to-text, text-to-self, text-to-world model</i></p> <p><i>Think alouds</i></p> <p><i>Use C-notes (one column for connection, one for how this connection helps reader to understand story better)</i></p> <p><i>Have everyone bring in a common object. Students draw object then passes it on to another student. Next student writes detailed description of picture, the writing is then passed to another student who draws a picture from it, and so on. Compare, and use as a basis for discussion about sensory details in text.</i></p> <p><i>Read aloud – have students close eyes on particular section and discuss what they see in their minds. Reread text (maybe even have section photocopied so kids can underline parts that created the imagery)</i></p>	<p>http://www.readwritetink.org/lessons/lesson_view.asp?id=166 Making personal and cultural connections</p> <p>http://www.readwritetink.org/lessons/lesson_view.asp?id=166 Cool activity to encourage mental pictures for struggling readers</p> <p>http://www.readwritetink.org/lessons/lesson_view.asp?id=780 Visualizing Poetry</p> <p>http://www.readwritetink.org/lessons/lesson_view.asp?id=1055 Visualizing helps memory and comprehension</p>	<p>2.6.05</p> <p>1.6.23</p>
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<p>Q1 (cont)</p>	<p>Asking Questions -predicting, recalling, clarifying, evaluating, synthesizing, comparing/contrasting, wondering, character motivation, author’s purpose, etc.</p>	<p>PH General Resources: p. 28</p>	<p><i>Use C-notes to keep a list of questions that come up while reading. Use other column to record answers.</i></p> <p><i>Have students lead the class. Give each a section of story and have them create questions to lead a discussion over that section</i></p> <p><i>Do literature circles</i></p> <p><i>Use question wheels</i></p> <p><i>Use “Active Reading” – write questions/comments and post during reading. Reference periodically.</i></p>		<p>1.6.24</p>
	<p>Recognize points of view in narratives (e.g., first person).</p>	<p>Narrator and point of view pp. 42, 48, 58, “The Drive-In Movies” and “Market Square Dog”, Unit Resources pp. 58, 74 Reading Kit: p. 8/9</p>	<p><i>Write a paper using all 3 points of view</i></p> <p><i>Write book reviews in different voices</i></p> <p><i>Rewrite story in different voice</i></p>	<p>http://www.readwritetink.org/lessons/lesson_view.asp?id=23 Great activity for learning the importance of point of view and setting a purpose for reading.</p>	<p>2.6.06</p>
	<p>Cause and Effect -Think about, analyze, explain, and relate relationships between/among events or actions. -predict outcomes based on events/actions</p>	<p>PH Text pp. 776, 778, 788, “The Tiger Who Would Be King”, “The Ant and the Dove” Unit Resources pp. 22, 36 p.p. 792, 798, 806 “The Whale Rider” Unit Resources pp. 52, 68 Reading Kit: p. 236/237 PH Graphic Organizers: p. 219</p>	<p><i>Start with multiple real-life examples of cause and effect</i></p> <p><i>Scaffold examples – provide parts of sentences that are either cause or effect and have students fill in other part</i></p>	<p>http://www.readwritetink.org/lessons/lesson_view.asp?id=277 Combines summarizing and Cause and Effect</p>	<p>1.6.13 1.6.18 1.6.08</p>

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<p>Q1 (cont)</p>	<p>Compare and Contrast -evaluate ideas, themes, topics, elements, characters, genres, text structures, points of view, societies, cultures, eras, sources, authors, audiences</p>	<p>PH Text pp. 702, 738, 702, 734 “The Phantom Tollbooth” Technology p. 189, 201 Unit Resources pp. 26, 42, 65</p> <p>Reading Kit: p. 220/221, 78/79, 134/135, 60/61, 160/161, 84/85</p> <p>PH Graphic Organizers: p. 230</p>	<p><i>Practice with sentences that have both a cause and effect, and identify which is which</i></p> <p><i>Use graphic organizer after reading story</i></p> <p><i>List an event in the story and brainstorm events that caused the original event as well as the effects</i></p> <p><i>Create a cause and effect book based on the story – one page has the cause, the other the effect</i></p> <p><i>Venn Diagrams</i></p> <p><i>Multiple versions of newspaper story</i></p> <p><i>Compare/contrast different audiences (i.e what music students listen to verses their parents) and what is said about each audience</i></p> <p><i>Rewrite section based on multiple points of view</i></p>	<p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=974 Great introduction and a student-friendly link.</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=1098 Comparing books and movies</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=952 Critical thinking comparing characters and evaluating stereotypes using picture books</p>	<p>2.6.09, 10</p>
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<p>Q2 (cont)</p>	<p>Identify and interpret figurative language and explain how they contribute to the meaning of a literary selection:</p> <p>-imagery(sensory detail)</p> <p>-metaphor -personification -simile</p> <p>-tone</p>	<p>Poetry, PH text pp. 506-510 Figurative Language, text. pp. 544, 548, 554, Unit Resources pp. 57, 73</p> <p>Imagery, PH text pp. 558, 563 Forms of Poetry, text pp. 574, 578, 584, Unit Resources pp. 116, 132</p> <p>Sound Devices, PH text pp. 588, 594, 600, Unit Resources pp. 150, 166</p> <p>Sensory Language, PH text pp. 608, 615</p> <p>PH text pp. 106, 112, 120 “The Lady and the Spider”, Unit</p>	<p><i>about a conflict in their lives. Then write about how a character in the book would resolve the same conflict.</i></p> <p><i>Create a Venn diagram or a paper doll comparing a character in a book or story to themselves.</i></p> <p><i>Have students write letters back and forth between two characters in a story. Create a character web for different characters in the book.</i></p> <p><i>Note: While poetry is a great starting point for this, be sure to use prose as well.</i></p> <p><i>Play a figurative language game. Group the students and have them move from spot to spot around the room. At each station have a sheet of paper with a different type of figurative language at the top. The team must write as many examples of the type of figurative language as possible in a specified time before moving on to the next sheet. (It helps if each group uses a different colored marker)Go through afterwards and have the students decide if each example is actually an</i></p>		<p>2.06.11/2.06.12 1.6.21, 23 2.6.11, 12</p>
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<p>Q2 (cont)</p>			<p><i>example of that type of figurative language.</i></p> <p><i>Have students illustrate different idioms.</i></p> <p><i>As you are reading aloud have the students stop you when they hear an example of figurative language.</i></p> <p><i>Use C-notes and have the students write a metaphor or simile on one side, and the two things being compared on the other.</i></p> <p><i>When using Literature Circles make sure one role is something like “imagination master” who draws a particular part of the story OR who identifies and explains the figurative language used.</i></p>		<p>1.6.03</p> <p>1.6.03, 06</p> <p>1.6.02</p>
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<p>Q2 (cont)</p>	<p>Clarifying Words and Ideas</p> <ul style="list-style-type: none"> -use context to determine meaning of unfamiliar words -differentiate among words with multiple meanings (homonyms) -create concrete examples of figurative language -recognize flashback/foreshadowing in relation to plotline -use synonyms and antonyms to define words -use roots, prefixes and suffixes to determine meanings of words -determine connotation of a word using context clues 	<p>Resources pp. 151, 167</p> <p>Context Clues, text pp. 518, 520, 526, 536 “Poetry Collection 1: Adventures of Isabel...”, “Poetry Collection 2: A Dream Within a Dream...”</p> <p>Unit Resources pp. 22, 38, 56, 72</p> <p>PH General Resources: p. 13/14</p>	<p><i>Create a paragraph with a few nonsense words. Have the students determine the meaning of the words based on their context.</i></p> <p><i>Use concept circles (word, sentence, synonym, antonym, homograph, homonym.)</i></p> <p><i>When using the All School Vocabulary be sure to show the relationship between the root word and the daily word.</i></p> <p><i>After reading a story with a flashback have students create a “chronological” timeline, placing the flashback where it would have taken place in he story.</i></p> <p><i>Have students write a flashback for a character.</i></p> <p><i>Watch a movie that includes a flashback or foreshadowing, i.e. <u>Smoke Signals</u> or <u>ET</u>. Have students identify how these devices impact the story.</i></p>	<p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=963</p> <p>Using vocab strategies with MLK’s “I have a dream” speech and Nikki Giovanni’s’ poetry.</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=1042</p> <p>Roots, prefixes, and suffixes card game!</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=1058</p> <p>Using “Jabberwocky” to determine parts of speech</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=164</p> <p>Checking comprehension while reading</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=282</p> <p>Creating synonyms for commonly used words</p>	<p>1.6.05</p> <p>1.6.01</p> <p>1.6.04</p>
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<p>Q 3</p>	<p>Analyzing -identify theme -interpret tables that display textual information and data in visual formats -identify development of theme, characters, plot, setting. -investigate author’s use of literary techniques and devices (flashbacks, foreshadowing, irony, figurative language, etc.) -evaluate new information in relation to known information and ideas -determine whether a set of complex, multi-step instructions or procedures are clear (e.g. if not clear, edit to clarify)</p>		<p><i>Watch part of a debate and analyze for fact and opinion. Point out that factual statements does not mean correction information</i></p> <p><i>Use C-notes</i></p> <p><i>Have students create a PowerPoint that clearly describes the steps in a process – show to class and try to follow as written</i></p> <p><i>Give each student a simple picture and have them tell the rest of the class exactly how to draw the picture without others being able to see it. Students cannot use motions.</i></p> <p><i>Use old board games that are unfamiliar to students and have them figure out how to play from instructions—or allow students to create their own games</i></p> <p><i>Create a story map after reading a story. Ask a question about theme and have students use their map to support their answer.</i></p> <p><i>Use fairy tales with universal themes.</i></p> <p><i>Use Freytag’s pyramid to teach storyline components (plot map)</i></p>	<p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=992 Revising Fairy Tales</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=125 Fighting injustice- 8th grade (holocaust, internment camps)</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=799 Creating a jury trial for a piece of literature</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=411 Activities with Poe, but could be developed for other authors.</p> <p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=317 Analyzing fairy tales for culturally appropriate representations</p>	<p>2.6.04 1.6.10, 11</p> <p>2.6.01/2.6.02</p> <p>2.06.11/2.06.12 1.6.22</p>
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<p>Q 3</p>	<p>Identify and interpret sound devices and explain how they contribute to the meaning of a literary selection:</p> <ul style="list-style-type: none"> -alliteration -onomatopoeia -repetition -rhyme <p>Interpret literary passages using the following element of literary structure: exposition.</p>	<p>Rhythm and Rhyme, PH Text pp. 520, 526, 536, Unit Resources pp. 23, 39 Reading Kit: p. 182/183</p>	<p><i>Read newspaper articles with charts and graphs in them</i></p> <p><i>Use student’s social studies or science texts to practice reading charts and graphs</i></p> <p><i>Write a dialectic essay (one paragraph would be in the far right of an issue, one on the far left; the third paragraph is an argument for the compromise on the issue)</i></p> <p><i>Create and perform poetry that includes the elements</i></p> <p><i>Show a poetry slam and pick out examples of elements</i></p> <p><i>Listen to Dr. King’s “I Have a Dream Speech.” Show transcript of speech and have them identify notable passages.</i></p> <p><i>Create a rap on a common theme that include sound devices. Have students identify those devices.</i></p> <p><i>Show part of a Barak Obama speech and analyze for sound devices</i></p>	<p>http://www.readwritethink.org/lessons/lesson_view.asp?id=28 Oral Interpretation of poetry Fluency</p> <p>Alliteration, Assonance, Simile and Rhyme: http://www.readwritethink.org/lessons/lesson_view.asp?id=255 Interpreting literary devices using the 4 square model.</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=399 Prefixes, Roots and Suffixes</p> <p>Metaphor & Simile: http://www.readwritethink.org/lessons/lesson_view.asp?id=169 Using riddle poems to teach metaphor & simile</p>	<p>2.06.11/2.6.12</p> <p>2.6.03</p>
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<p>Q 4</p>	<p>Conflict Resolution</p>	<p>PH Text pp. 204, 214, 222 “Zlatch the Goat” Unit Resources pp. 57, 73</p> <p>Reading Kit: p.58/59</p>	<p><i>Use Freytag’s pyramid to teach storyline components</i></p> <p><i>Use story maps to write out main events, labeling them as part of the conflict or part of the solution.</i></p> <p><i>Use C-notes – one column with what a character wants and the other is what they are getting.</i></p> <p><i>Use journaling to write about events as they occur in a story. React to the events, stating how they make them feel.</i></p> <p><i>Rewrite the ending of a story</i></p> <p><i>Discuss a problem in society and work to become part of the solution.</i></p> <p><i>Read right up to the resolution of a story and stop. Write out how the story will end, then read the end of the story.</i></p>	<p>http://www.readwritetlink.org/lessons/lesson_view.asp?id=935</p>	
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Additional Resources:

Think Aloud Strategy- Introducing students to the “voice in their head”

http://www.readwritethink.org/lessons/lesson_view.asp?id=139http://www.readwritethink.org/lessons/lesson_view.asp?id=139

<http://www.readingrockets.org/article/102>

Reciprocal Teaching- helping students comprehend independently

http://pers.dadeschools.net/prodev/model_lesson_.htm

<http://www.readingquest.org/strat/rt.html>

Independent Reading

http://www.readwritethink.org/lessons/lesson_view.asp?id=23

Developing a reading plan

<http://www.teachersdesk.org/readbingo.html>

Reading Bingo with genre

<http://www.teachersdesk.org/readreport.html>

Book Report Idea- Plot recipe

<http://www.teachersdesk.org/readnovel.html>

Writing alternatives to novels- lots of great ideas

<http://www.teachersdesk.org/novels.html>

More alternatives- more creative

<http://www.teachersdesk.org/novels2.html>

More book report alternatives in different media

<http://www.teachersdesk.org/grabbag.html>

Grab bag project explanation

Determining Genre

http://www.readwritethink.org/lessons/lesson_view.asp?id=311

Changing genres of different writings.

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