

9th-10th Grade

Unit Title: Strategies- Comprehension
20 lessons and est. 50 -100 minutes per lesson

Purpose:

- provide targeted support and instruction to students who are struggling with reading comprehension skills.
- address specific difficulties that students may have in understanding and interpreting written texts, thereby helping them become more proficient and confident readers.

Target Standards

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

W.9-10.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Learning Objectives

Content Resources

Students will...

- accurately identify main ideas and supporting details in a variety of texts, including fiction, nonfiction, and poetry
- develop the ability to make inferences and draw conclusions based on evidence from the text, demonstrating understanding of implicit meanings and author's purpose
- analyze the structure and organization of texts, including identifying elements such as cause and effect, problem and solution, chronological order, and compare and contrast
- expand their vocabulary by learning and applying new words and phrases encountered in texts, using context clues, word parts, and reference materials to determine meanings and increase comprehension
- learn and apply a variety of reading strategies, including predicting, summarizing, visualizing, questioning, and making connections, to enhance comprehension and engagement with texts
- learn to monitor their comprehension while reading, identifying areas of confusion and employing strategies such as rereading, annotating, and asking questions to clarify meaning.

RESOURCES

- [Nonfiction Signposts](#)
- [Get the Gist](#)
- [Gist Organizer](#)

Articles

- ["The Power of Social Media: Impact on Teenagers' Mental Health"](#)
- ["Climate Change: Causes, Effects, and Solutions"](#)
- ["The Importance of Voting: Understanding Democracy"](#)
- ["The Rise of Artificial Intelligence: Opportunities and Challenges"](#)
- ["Exploring Space: The Future of Space Exploration"](#)
- ["Understanding Globalization: Effects on Economies and Cultures"](#)
- ["The History of Civil Rights Movements: Lessons for Today"](#)
- ["Healthy Eating Habits: Nutrition and Wellness"](#)
- ["Cyberbullying: Recognizing and Preventing Online Harassment"](#)
- ["The Refugee Crisis: Understanding Displacement and Resettlement"](#)
- ["Gun Control Debate: Balancing Rights and Safety"](#)
- ["The Impact of Technology on Education: Digital Learning"](#)
- ["Racial Injustice in America: Addressing Systemic Discrimination"](#)
- ["The Psychology of Happiness: Strategies for Well-Being"](#)
- ["Ocean Conservation: Protecting Marine Ecosystems"](#)
- ["Mental Health Awareness: Breaking the Stigma"](#)
- ["Understanding Fake News: Media Literacy in the Digital Age"](#)
- ["Gender Equality: Promoting Women's Rights"](#)
- ["The History of Environmental Conservation: Lessons for the Future"](#)
- ["Drug Abuse Prevention: Educating Youth on Substance Use"](#)

Essential Questions

- What strategies can we use to better understand difficult texts?
- How can we determine the main idea of a passage when it's not explicitly stated?
- What clues can we look for to understand the author's purpose in writing?
- How does understanding the context of a text help us comprehend it better?

Target Vocabulary

1. Comprehend - to understand or grasp the meaning of something
2. Analyze - to examine in detail and identify key components or patterns
3. Inference - a conclusion reached based on evidence and reasoning
4. Main idea - the central point or theme of a text
5. Supporting details - specific pieces of information that support or explain the main idea
6. Context clues - information provided within a text that helps determine the meaning of unfamiliar words or phrases
7. Summarize - to briefly retell the main points or key ideas of a text
8. Evaluate - to assess the quality, value, or significance of something
9. Synthesize - to combine information from different sources to create a new understanding or interpretation
10. Compare - to identify similarities between two or more things
11. Contrast - to identify differences between two or more things
12. Predict - to make an educated guess about what will happen next based on evidence from the text
13. Sequence - the order in which events or actions occur in a text
14. Cause and effect - the relationship between actions or events where one thing leads to another
15. Point of view - the perspective from which a story or text is told
16. Theme - the underlying message or lesson conveyed by a text
17. Characterization - the methods used by an author to develop and portray characters in a text
18. Plot - the sequence of events that make up a story
19. Setting - the time and place in which a story or text takes place
20. Tone - the author's attitude or emotional expression towards the subject matter of a text

Instructional Planning and Delivery

Unit Learning Strategies:

Activating Prior Knowledge: Teach students to activate their prior knowledge about a topic before reading. Encourage them to brainstorm what they already know, make predictions about the text, and connect it to their own experiences.

Previewing Text: Show students how to preview the text by scanning headings, subheadings, captions, and illustrations. This can help them get an overview of the main ideas and structure of the text before reading.

Setting Purposes for Reading: Help students understand why they are reading a particular text by setting clear purposes or objectives. Whether it's to gather information, understand a concept, or analyze an argument, having a purpose for reading can increase engagement and focus.

Vocabulary Building: Teach students strategies for identifying and understanding unfamiliar words. This may include using context clues, breaking down word parts (prefixes, roots, suffixes), and consulting dictionaries or glossaries.

Active Reading Strategies: Introduce students to active reading strategies such as annotating the text, highlighting or underlining key ideas, and taking notes. Encourage them to interact with the text by asking questions, making predictions, and summarizing key points as they read.

Monitoring Comprehension: Teach students to monitor their comprehension while reading by pausing periodically to check for understanding. Encourage them to ask themselves questions like, "Does this make sense?" or "What did I just learn?"

Summarizing: Show students how to summarize the main ideas of a text in their own words. This can help them consolidate their understanding and identify the most important information.

Making Inferences: Help students develop their inferential thinking skills by teaching them to draw conclusions, make predictions, and infer meanings that are not explicitly stated in the text.

Visualizing: Encourage students to create mental images or visual representations of the text as they read. This can help them better understand and remember the content.

Reflecting on Reading: After reading, encourage students to reflect on what they have learned, ask questions, and make connections to their own lives or other texts.

Beginning of Unit Teaching

- ["The Power of Social Media: Impact on Teenagers' Mental Health"](#)
- ["Climate Change: Causes, Effects, and Solutions"](#)
- ["The Importance of Voting: Understanding Democracy"](#)
- ["The Rise of Artificial Intelligence: Opportunities and Challenges"](#)
- ["Exploring Space: The Future of Space Exploration"](#)
- ["Understanding Globalization: Effects on Economies and Cultures"](#)

Formative Assessments

- DIBELS- Maze
- ORF
- Gist Statements

<p>Middle of Unit Teaching</p> <ul style="list-style-type: none"> • "The History of Civil Rights Movements: Lessons for Today" • "Healthy Eating Habits: Nutrition and Wellness" • "Cyberbullying: Recognizing and Preventing Online Harassment" • "The Refugee Crisis: Understanding Displacement and Resettlement" • "Gun Control Debate: Balancing Rights and Safety" • "The Impact of Technology on Education: Digital Learning" • "Racial Injustice in America: Addressing Systemic Discrimination" 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • DIBELS- Maze • ORF • Gist Statements
<p>End of Unit Teaching</p> <ul style="list-style-type: none"> • "The Psychology of Happiness: Strategies for Well-Being" • "Ocean Conservation: Protecting Marine Ecosystems" • "Mental Health Awareness: Breaking the Stigma" • "Understanding Fake News: Media Literacy in the Digital Age" • "Gender Equality: Promoting Women's Rights" • "The History of Environmental Conservation: Lessons for the Future" • "Drug Abuse Prevention: Educating Youth on Substance Use" 	<p>Formative Assessments</p> <ul style="list-style-type: none"> • DIBELS- Maze • ORF • Gist Statements
<p>Summative Assessments</p>	
<p>Students are provided with a nonfiction article. Students are asked to write an essay analyzing the text. The essay prompt asks students to identify and explain the main theme or central idea of the text, provide evidence from the text to support their analysis, and analyze the author's use of literary devices to convey meaning. Students would be assessed based on their ability to accurately interpret the text, use evidence effectively to support their claims, and demonstrate critical thinking skills in their analysis.</p>	