

# Lake Mills School District

## Year at a Glance Scope and Sequence for Pupil Services

**Overarching Goal of the Curricular Area: Students will be able to effectively understand and apply healthy, social, emotional, behavioral, and academic skills in their lives.**

### Functional Academics – Reading– Grade Band 3-4

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Visual Reading	<p>Students will select a picture that visually represents the word they read.</p> <p>Students will select a printed word that matches the word read to them.</p>	<p>Students will understand that good readers employ strategies that helps understand the meaning of the text.</p> <p>Students will use letter sound correspondence to read words.</p>	<p>How should readers use pictures to help understand the text?</p> <p>How do I solve a word that I do not know?</p>
Comprehension	<p>Students will read a short paragraph and recall information and details</p> <p>Students will answer questions based on material that have been read to them.</p>	<p>Students will understand that text has meaning.</p> <p>Students will be able to take the meaning of text and apply it to answer questions about it.</p>	<p>What do good readers think about while they read a story?</p> <p>How do good readers construct meaning from text?</p>
Sequencing	<p>Students will sequence text that has been read to them &amp; that they read independently by identifying first and last events using pictures.</p> <p>Students will make simple predictions about what might come next in the text using prior knowledge.</p>	<p>Students will be able to comprehend beginning and end concepts of text through pictures.</p> <p>Students will be able to understand that predictions are used in many aspects of life in order to make decisions.</p>	<p>What elements make a good story?</p> <p>When is using predictions useful in real life situations?</p>
Connections	<p>Students will connect text to self by using common experiences.</p> <p>Students will select a picture or object that represents common experiences related to something they read.</p>	<p>Students will understand how to compare, infer, and make connections to make text personally relevant and useful.</p> <p>Students understand that pictures and objects have meaning that relates to text and sometimes personal experiences.</p>	<p>What makes a good story?</p> <p>Why do readers make connections with the text?</p>

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### Functional Academics – Reading– Grade Band 5-6

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Word Meaning	<p>When reading text or being read to, students will identify word meaning.</p> <p>Students will select a picture that visually represents the words they read.</p> <p>Students will use pictures or words to determine word meaning.</p>	<p>Students will understand that people communicate through words.</p> <p>Students will understand that words have meaning, sometimes multiple meanings.</p> <p>Students will understand a text's features, structures, and characteristics to make meaning of the text.</p>	<p>Where do words or phrases come from?</p> <p>In what ways are ideas communicated?</p> <p>How would you explain to your friend how to use "to, too and two" in their writing?</p>
Comprehension	<p>Students will identify story elements.</p> <p>Students will identify the topic of written content.</p>	<p>Students will understand that knowing story's elements will help them comprehend a story on a deeper level.</p> <p>Students will understand the connection between written text and how it is tied to a topic.</p>	<p>What do you have to know to retell a story?</p> <p>Why do we need to evaluate reading?</p>
Sequencing	<p>Students will communicate what happens at the beginning of a story.</p> <p>Students will communicate what happens at the end of a story.</p>	<p>Students will apply strategies to help them comprehend the beginning of written text.</p> <p>Students will respond critically to text ideas by using textual evidence to support interpretations.</p>	<p>How do readers construct meaning from text?</p> <p>Why do people have different interpretations of the ending points in stories?</p>
Connections	<p>Students will make connections between text and self.</p> <p>Students will make predictions before and during reading.</p>	<p>Students will understand how to compare, infer, and make connections to make text personally relevant and useful.</p> <p>Students will understand that making predictions prior to reading can help them read &amp; comprehend the content</p>	<p>How does making connections to text help with our interpretations?</p> <p>When have you had to make predictions and was it helpful to you?</p>

	Students will distinguish between fact and fantasy.	Students will understand that authors write with different purposes	What is the relationship between fact and fiction?
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### Functional Academics – Reading– Grade Band 7-8

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Word Meaning	<p>Students will use context clues to determine word meaning</p> <p>Students will infer vocabulary meaning based on prior knowledge.</p>	<p>Students will understand that using context clues can be a helpful strategy in order to interpret text.</p> <p>Students understand that prior knowledge can be a strategy to connect to understanding new text. .</p>	<p>What's the best way to figure out the meaning of a new word in text?</p> <p>What should I do if a word doesn't make sense?</p>
Comprehension & Sequencing	<p>Students will sequence events read in literary and informational text.</p> <p>Students will use illustrations to sequence first, second and third events in a short passage.</p>	<p>Students will understand that there is a purpose for the order of written text.</p> <p>Students can put events in order in their own lives in order to clarify and organize.</p>	<p>Why is it important to know how to sequence events in everyday life?</p> <p>How do illustrations help us understand text?</p>
Connections	<p>Students will select illustrations to show how the text read relates to their lives.</p> <p>Students will select pictures and other representations to show their conclusions about what happened in a story read.</p>	<p>Students will understand that making reader-text connections involves thinking beyond the text and applying the text to a variety of situations.</p> <p>Students will understand that interpretations of text involve linking information across parts of a text and determining importance of the information presented.</p>	<p>How are stories from other places and time about me?</p> <p>How do visuals affect our thoughts and actions?</p>

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### Functional Academics – Reading– Grade Band High School

Unit Theme	Unit Goal	Enduring Understandings for the Unit	Essential Questions for the Unit
Word Meaning	<p>Students will use context or connotation of the passage to identify the meaning of a word in a sentence or paragraph.</p> <p>Students will match a vocabulary word to a word that relays a similar meaning.</p>	<p>Students will understand that knowing proper meaning to words will allow them to comprehend text at a deeper level.</p> <p>Students will understand that different words can have the same meaning.</p>	<p>How could having the wrong word definition affect your reading comprehension?</p> <p>When working with two words that have the same meaning, how do you choose which one to use?</p>
Comprehension & Connections	<p>Students will identify character feelings and viewpoints from a passage.</p> <p>Students will predict what will happen next in a passage read.</p>	<p>Students will understand that there is a correlation between characters in stories that have feelings and opinions just as they do in real life.</p> <p>Students will understand that making predictions apply to many different areas of their lives.</p>	<p>How does knowing about different feelings help you to relate to characters in a story?</p> <p>Can you tell about a time in your life that you have predicted something that has actually happened?</p>