



# M/J Intensive Reading 1 2024-2025 Pacing Guide


**Strands Key:**

- EE - ELA Expectations\*
- R - Reading
- C - Communication
- V - Vocabulary
- F - Foundations\*

The **ELA Expectations** are overarching skills that are embedded throughout each unit. They are continually developed throughout the year. ELA Expectations can be found in Appendix A (pg. 147) of the **B.E.S.T. Standards** guide.

The **Foundations** strand is only explicitly taught within Intensive Reading classes. More information can be found in Appendix E (pg. 206) of the B.E.S.T. Standards guide.

**Stacked Benchmarks** are all benchmarks that are taught and/or practiced within the unit.


	Unit	Titles	Date Range	Stacked Benchmarks
Quarter 1	1	<p><b>Lost Island</b> (ELL Resources) (3 days – direct instruction) -Skill: Analyzing Expressions</p> <p><b>Connected</b> (ELL Resources) - <b>OPTIONAL</b> -Skill: Retelling and Summarizing</p> <p><b>The Mighty Miss Malone</b> (5 days – direct instruction) -Skill: Context and Connotation – Connotation and Denotation -Skill: Literary Elements</p> <p><b>Red Scarf Girl / Hatchet</b> (5 days – direct instruction) -Skill: Theme -Skill: Paraphrasing and Summarizing</p>	<p><b>August 12 – October 11</b></p>	<p>ELA.6.V.1.3</p> <p>ELA.6.R.3.2</p> <p>ELA.6.R.1.1, ELA.6.V.1.3</p> <p>ELA.6.R.1.2, ELA.6.R.3.2</p>
	HD Word	<p><u>Weeks 1 – 9:</u> Unit 1 - 9</p>	<p><b>August 12 – October 11</b></p>	<p>ELA.612.F.2.1, ELA.612.F.2.2, ELA.612.F.2.3, ELA.612.F.2.4</p>
	<p><u><b>Assessments:</b></u></p> <ul style="list-style-type: none"> <li>Achieve Level Set</li> <li>Progress Monitoring (Tier 2 and 3): <b>STAR CBM</b></li> </ul>			<p><u><b>Expectations:</b></u></p> <ul style="list-style-type: none"> <li>Achieve 3000: 2 articles/week at 75% or higher</li> <li>Stations (Ex. Teacher-led, Vocabulary, HD Word, Achieve)</li> </ul>



	Unit	Titles	Date Range	Stacked Benchmarks
Quarter 2	2	<p><b>A Role to Play</b> (ELL Resources) (3 days – direct instruction) -Skill: Drawing Inferences and Conclusions</p> <p><b>The Other Side</b> (ELL Resources) - <b>OPTIONAL</b> -Skill: Analyzing Expressions</p> <p><b>Roll of Thunder, Hear My Cry</b> (6 days – direct instruction) -Skill: Context and Connotation – Connotation and Denotation -Skill: Literary Elements -Skill: Theme</p> <p><b>Tableau</b> (4 days – direct instruction) -Skill: Poetry</p> <p><b>The Treasure of Lemon Brown</b> (5 days – direct instruction) - <b>OPTIONAL</b> -Skill: Literary Elements</p>	October 15 – December 20	<p>ELA.6.R.1.1</p> <p>ELA.6.V.1.3</p> <p>ELA.6.R.1.1, ELA.6.R.1.2, ELA.6.V.1.3</p> <p>ELA.6.R.1.4</p> <p>ELA.6.R.1.1</p>
	HD Word	<p><u>Weeks 1 - 8:</u> Units 10 -17</p>	October 15 – December 20	<p>ELA.612.F.2.1, ELA.612.F.2.2, ELA.612.F.2.3, ELA.612.F.2.4</p>
	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>Progress Monitoring (Tier 2 and 3): <b>STAR CBM</b></li> </ul>			<p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>Achieve 3000: 2 articles/week at 75% or higher</li> <li>Stations (Ex. Teacher-led, Vocabulary, HD Word, Achieve)</li> </ul>



	Unit	Titles	Date Range	Stacked Benchmarks
Quarter 3	3	<p><b>Tracking Down Typhoid Mary</b> (ELL Resources) (3 days – direct instruction) -Skill: Main Ideas and Details</p> <p><b>The Notice</b> (ELL Resources) - <i>OPTIONAL</i> -Skill: Analyzing Expressions Skill: Comparing and Contrasting</p> <p><b>Life Doesn't Frighten Me</b> (4 days – direct instruction) -Skill: Interpreting Figurative Language</p> <p><b>Yet Do I Marvel</b> (4 days – direct instruction) -Skill: Poetry</p> <p><b>Everybody Jump</b> (5 days – direct instruction) -Skill: Structure – Informational Text Structure -Skill: Interpreting Figurative Language</p>	January 7 – March 14	<p>ELA.6.R.2.2</p> <p>ELA.6.R.1.1, ELA.6.V.1.3</p> <p>ELA.6.R.3.1, ELA.6.V.1.3</p> <p>ELA.6.R.1.4</p> <p>ELA.6.R.2.1, ELA.6.R.3.1, ELA.6.V.1.3</p>
	HD Word	<p><u>Weeks 1 – 10:</u> Units 18 - 27</p>	January 7 – March 14	<p>ELA.612.F.2.1, ELA.612.F.2.2, ELA.612.F.2.3, ELA.612.F.2.4</p>
	<p><u>Assessments:</u></p> <ul style="list-style-type: none"> <li>Progress Monitoring (Tier 2 and 3): <b>STAR CBM</b></li> </ul>		<p><u>Expectations:</u></p> <ul style="list-style-type: none"> <li>Achieve 3000: 2 articles/week at 75% or higher</li> <li>Stations (Ex. Teacher-led, Vocabulary, HD Word, Achieve)</li> </ul>	

	Unit	Titles	Date Range	Stacked Benchmarks
Quarter 4	4	<p><b>Who's the Real Hero?</b> (ELL Resources) (3 days – direct instruction) -Skill: Analyzing Expressions -Skill: Supporting Evidence</p> <p><b>I am Malala</b> (4 days – direct instruction) -Skill: Structure – Informational Text Structure</p> <p><b>Malala Yousafzai – Nobel Lecture</b> (5 days – direct instruction) -Skill: Argument – Arguments and Claims -Skill: Understanding Rhetoric</p> <p><b>Harriet Tubman: Conductor on the Underground Railroad*</b> (4 days – direct instruction) -Skill: Purpose and Perspective</p>	<b>March 25 – May 30</b>	<p>ELA.6.R.2.4, ELA.6.V.1.3</p> <p>ELA.6.R.2.1</p> <p>ELA.6.R.2.4, ELA.6.R.3.4</p> <p>ELA.6.R.2.3</p>
	Reading	<p><b>FAST Reading Prep</b> - Deliberate spiral review of reading Benchmarks with highest need (collaborate with ELA)</p>	<p><b>April 22 – May 2</b></p> <p><b>FAST Reading: May 5 – May 9</b></p>	<p>Spiral review of all Reading and Vocabulary Benchmarks Targeted stations on specific Benchmarks</p>
	HD Word	<p><u>Weeks 1 – 6:</u> Units 28 - 33</p>	<b>March 25 – May 30</b>	<p>ELA.612.F.2.1, ELA.612.F.2.2, ELA.612.F.2.3, ELA.612.F.2.4</p>
	<p><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Achieve End of Year Level Set</li> <li>• Progress Monitoring (Tier 2 and 3): <b>STAR CBM</b></li> </ul>			<p><b><u>Expectations:</u></b></p> <ul style="list-style-type: none"> <li>• Achieve 3000: 2 articles/week at 75% or higher</li> <li>• Stations (Ex. Teacher-led, Vocabulary, HD Word, Achieve)</li> </ul>