



## M/J Intensive Reading 2 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>Ready for Marcos</b> (ELL Resources) -Skill: Analyzing Expressions</p> <p><b>A World Away</b> (ELL Resources) - <i>OPTIONAL</i> -Skill: Retelling and Summarizing</p> <p><b>Nimona</b> -Skill: Paraphrasing and Summarizing -Skill: Literary Elements</p> <p><b>Mad / In the Year 1974 / Thank You, M'am</b> (7 days – direct instruction) -Skill: Theme</p>	<p><b>August 12 – October 11</b></p>	<p>ELA.7.V.1.3</p> <p>ELA.7.R.3.2</p> <p>ELA.7.R.1.1, ELA.7.R.3.2</p> <p>ELA.7.R.1.2</p>
	HD Word	<p><b>Review:</b> <u>Weeks 1 – 9:</u> Unit 1 – 9</p> <p><b><u>Additional automaticity and encoding practice</u></b></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><b><u>Assessments:</u></b></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><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>	



	Unit	Titles	Date Range	Stacked Benchmarks
Quarter 2	2	<p><b>Deep Water</b> (ELL Resources) (3 days – direct instruction) -Skill: Analyzing Expressions</p> <p><b>Sarah’s Neighbor</b> (ELL Resources) - <b>OPTIONAL</b> -Skill: Developing Background Knowledge</p> <p><b>The Walking Dance</b> (7 days – direct instruction) -Skill: Perspective and Point of View -Skill: Literary Elements</p> <p><b>Second Estrangement</b> (4 days – direct instruction) -Skill: Poetry</p> <p><b>My Mother Pieced Quilts / Museum Indians</b> (7 days – direct instruction) - <b>OPTIONAL</b> -Skill: Morphology – Greek and Latin Roots and Affixes -Skill: Interpreting Figurative Language -Skill: Comparative Reading</p>	<b>October 15 – December 20</b>	<p>ELA.7.V.1.3</p> <p>ELA.7.R.2.3, ELA.7.V.1.1</p> <p>ELA.7.R.1.1, ELA.7.R.1.3</p> <p>ELA.7.R.1.4</p> <p>ELA.7.R.3.1, ELA.7.R.3.3, ELA.7.V.1.2</p>
	<b>HD Word</b>	<p><b>Review:</b> Weeks 1 - 8: Units 10 -17</p> <p><b><u>Additional automaticity and encoding practice</u></b></p>	<b>October 15 – December 20</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>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>		

	Unit	Titles	Date Range	Stacked Benchmarks
Quarter 3	3	<p><b>Taking a Stand</b> (ELL Resources) (3 days – direct instruction)            -Skill: Analyzing Expressions            -Skill: Main Ideas and Details</p> <p><b>School Lunches: Who Decides What Students Should Eat?</b> (ELL Resources) (3 days – direct instruction)            -Skill: Comparing and Contrasting</p> <p><b>Speech to the Young: Speech to the Progress-Toward / Mother Jones: Fierce Fighter for Workers’ Rights / Letter to President Theodore Roosevelt, July 17, 1903</b> (7 days – direct instruction)            -Skill: Purpose and Perspective            -Skill: Understanding Rhetoric</p> <p><b>Machines, not people, should be exploring the stars for now / Responses to “Machines, not people, should be exploring the stars for now”</b> (5 days – direct instruction)            -Skill: Argument – Reasoning</p> <p><b>Literary Focus / The New Colossus</b> (5 days – direct instruction) - <i>OPTIONAL</i>            -Skill: Paraphrasing and Summarizing            -Skill: Interpreting Figurative Language</p>	January 7 – March 14	<p>ELA.7.R.2.2,            ELA.7.V.1.3</p> <p>ELA.7.R.2.4</p> <p>ELA.7.R.2.3,            ELA.7.R.3.4</p> <p>ELA.7.R.2.4</p> <p>ELA.7.R.3.1,            ELA.7.R.3.2</p>
	HD Word	<p><b>Review:</b>  <u>Weeks 1 – 10:</u>            Units 18 – 27</p> <p><b><u>Additional automaticity and encoding practice</u></b></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><b><u>Assessments:</u></b></p> <ul style="list-style-type: none"> <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>



	Unit	Titles	Date Range	Stacked Benchmarks
Quarter 4	4	<p><b>The Future of Wind Energy</b> (ELL Resources) (3 days – direct instruction) -Skill: Visual and Contextual Support</p> <p><b>The Belles of the Ballgame</b> (ELL Resources) - <b>OPTIONAL</b> -Skill: Analyzing Expressions -Skill: Supporting Evidence</p> <p><b>Literary Focus / The Yearling / The Boy Who Harnessed the Wind</b> (5 days – direct instruction) -Skill: Making Inferences -Skill: Textual Evidence</p> <p><b>The Last Human Light (from ‘What If?)</b> (5 days – direct instruction) -Skill: Context and Connotation – Reference Materials -Skill: Structure – Print and Graphic Features</p>	March 25 – May 30	<p>ELA.7.R.2.1</p> <p>ELA.7.V.1.3</p> <p>ELA.7.R.2.1, ELA.7.V.1.3</p> <p>ELA.7.R.2.1, ELA.7.V.1.3</p>
	Reading	<p><b>FAST Reading Prep</b> - Deliberate spiral review of reading Benchmarks with highest need (collaborate with ELA)</p>	April 29 – May 2  <b>FAST Reading:</b> May 5 – May 9	<p>Spiral review of all Reading and Vocabulary Benchmarks Targeted stations on specific Benchmarks</p>
	HD Word	<p><b>Review:</b> <u>Weeks 1 – 6:</u> Units 28 – 33</p> <p><b><u>Additional automaticity and encoding practice</u></b></p>	March 25 – May 30	<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>	