



MIDDLE SCHOOL COURSE OUTLINE

<b>Department</b>	English / Reading Development			
<b>Course Title</b>	Reading Development: Advanced Academic Reading	<b>Course Code</b>	1575	
<b>Abbreviation</b>	READ Dev: Adv Aca Rdg	<b>Grade Level</b>	6 - 8	
<b>Course Length</b>	1 year	<b>Required</b>	<b>Elective</b>	Yes

**COURSE DESCRIPTION:**

Advanced Academic Reading is a course designed to improve the reading skills of middle school students. Emphasis is on increasing students’ reading comprehension strategies, reading vocabulary, and metacognitive strategies for reading informational text (non-fiction) with comprehension and fluency. Focus is on applying specific reading strategies to various subject area texts being used in other content areas. It will supplement, not supplant, Middle School English 6,7,8, ELD III, or ELD IVL.

**GOALS:** To provide students with experiences that will enable them **at a minimum** to:

- Achieve the 8<sup>th</sup> grade standards as indicated by multiple measures.
- Read to learn.
- Develop new and important vocabulary through extensive opportunities to read and through teacher-directed vocabulary instruction.
- Think critically about what they read in order to increase comprehension of text.
- Practice the skills necessary to pass the California High School Exit Exam.
- Work to become proficient life-long readers.
- Acquire literacy skills essential to being successful in the workplace.

**STATE CONTENT STANDARDS – Grade 8**

**Word Analysis, Fluency, and Systematic Vocabulary Development 1.0**

***Standards written in italics indicate prerequisite skills. If students have not mastered the prerequisite skills, these must be taught and mastered first.***

- 1.1 Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases. (CST,CAHSEE)
  - *Grade 7 (1.1) Identify idioms, analogies, metaphors, and similes in prose and poetry.*
  - *Grade 6 (1.2) Identify and interpret figurative language and words with multiple meanings.*
  - *Grade 5 (1.5) Understand and explain the figurative and metaphorical use of words in context.*
- 1.2 Understand the most important points in the history of the English language and use common word origins to determine the historical influences on English word meanings. (CST)

- *Grade 7 (1.2) Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.*
- *Grade 5 (1.2) Use word origins to determine the meaning of unknown words.*
- 1.3 Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. (CST,CAHSEE)
  - *Grade 7 (1.3) Clarify word meanings through the use of definition, example, restatement, or contrast.*
  - *Grade 6 (1.5) Understand and explain “shades of meaning” in related words (e.g., softly and quietly).*
  - *Grade 4 (1.5) Use a thesaurus to determine related words and concepts.*
  - *Grade 4 (1.6) Distinguish and interpret words with multiple meanings.*
- 1.4 Apply context clues such as definition, restatement, example, comparison, contrast, cause and effect, and grammatical usage to assign meaning to an unknown word or to determine the meaning of a known word with multiple meanings. (CST)
  - *Grade 7 (1.3) Clarify word meanings through the use of definition, example, restatement, or contrast.*
  - *Grade 6 (1.4) Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.*
  - *Grade 4 (1.6) Distinguish and interpret words with multiple meanings.*
- 1.5 Demonstrate the ability to recognize a synonym for a printed word. (CST)
  - *Grade 6 (1.5) Understand and explain “shades of meaning” in related words (e.g., softly and quietly).*
  - *Grade 5 (1.3) Understand and explain frequently used synonyms, antonyms, and homographs.*
  - *Grade 4 (1.5) Use a thesaurus to determine related words and concepts.*

## **Reading Comprehension 2.0**

***Standards written in italics indicate prerequisite comprehension skills. If students have not mastered the prerequisite skills, these must be taught and mastered first.***

- 2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). (CST,CAHSEE)
  - *Grade 5 (2.1) Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.*
  - *Grade 5 (2.2) Analyze text that is organized in sequential or chronological order.*
- 2.2 Analyze text that uses proposition and support patterns. (CST,CAHSEE)
  - *Grade 6 (2.6) Determine the adequacy and appropriateness of the evidence for an author’s conclusions.*
  - *Grade 5 (2.5) Distinguish facts, supported inferences, and opinions in text.*
- 2.3 Find similarities and differences between texts in the treatment, scope, or organization of ideas. (CST)
  - *Grade 6 (2.3) Connect and clarify main ideas by identifying their relationships to other sources and related topics.*
  - *Grade 5 (2.4) Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.*
- 2.4 Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. (CST, CAHSEE)
  - *Grade 6 (2.3) Connect and clarify main ideas by identifying their relationships to other sources and related topics.*
  - *Grade 6 (2.4) Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.*

- 2.5 Understand and explain the use of a complex mechanical device by following technical directions. (CST)
- *Grade 5 (2.1) Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.*
  - *Grade 4 (2.1) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.*
- 2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and solve a problem. (CST, CAHSEE)
- *Grade 5 (2.1) Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.*
- 2.7 Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. (CST, CAHSEE)
- *Grade 6 (2.6) Determine the adequacy and appropriateness of the evidence for an author's conclusions.*
  - *Grade 5 (2.5) Distinguish facts, supported inferences, and opinions in text.*

**PERFORMANCE STANDARDS:**

The California State Board of Education has identified the following performance levels for the California Content Standards Test in English/Language Arts. The objective of the Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (level).

ELA CST	Far Below Basic	Below Basic	Basic	Proficient	Advanced Proficient
%	Less than 37%	37% - 49%	50% - 68%	69% - 81%	82% - 100%
Scaled Score	Less than 270	270	301	351	394

The Long Beach Unified School District has common criteria for students to succeed. The Performance Standards Criteria for students is shown in the table below. The objective is to have all students achieve at or above the Proficiency Level to receive a passing grade in this course.

**Reading Development Performance Standard Criteria**

Assessment/ Application	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
	No Credit		Pass	
Curriculum-Based Measure (CBM) Fluency Assessment	Reads less than 100 (words read correct per minute) WRCM on grade level passages	Reads 100 to 129 WRCM on grade level passages	Reads 130 to 149 WRCM on grade level passages	Reads 150 or more WRCM on grade level passages
Benchmark Book Assessment	Reads 4 or more years below grade level in fiction and non-fiction passages	Reads 3 years below grade level in fiction and non-fiction passages	Reads 1-2 years below grade level in fiction and non-fiction passages	Reads Grade Level or higher in fiction and non-fiction passages
Summary Writing Task	1 Rubric Score	2 Rubric Score	3 Rubric Score	4 Rubric Score

Assessment/ Application	Not Proficient 1	Partial Proficient 2	Proficient 3	Advanced Proficient 4
	No Credit		Pass	
Independent Reading	Never or rarely completes 20 minutes of daily outside reading from a variety of genres	Sometimes completes 20 minutes of daily outside reading from a variety of genres	Most of the time completes 20 minutes of daily outside reading from a variety of genres	Always completes 20 minutes of daily outside reading from a variety of genres

**OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:**

	September	October
<b>WHOLE CLASS</b>	<b>Read To (suggestions)</b> <ul style="list-style-type: none"> <li>• <u>Chicken Soup for the Teenage Soul</u> (Canfield)</li> <li>• Any high interest text</li> </ul>	<b>Read To (suggestions)</b> <ul style="list-style-type: none"> <li>• <u>Chicken Soup for the Teenage Soul</u> (Canfield)</li> <li>• Any high interest text</li> </ul>
	<b>Guided and Independent Practice Reading in the Content Areas – D</b> Unit 1 -Using Reading Strategies <ul style="list-style-type: none"> <li>- KWL Plus</li> <li>- Cornell Note-taking</li> <li>- PLAN</li> <li>- DRTA</li> </ul>	<b>Guided and Independent Practice Reading in the Content Areas – D</b> Unit 1 - Using Reading Strategies <ul style="list-style-type: none"> <li>- KWL Plus</li> <li>- Cornell Note-Taking</li> <li>- PLAN</li> <li>- DRTA</li> </ul>
<b>INDEPENDENT READING</b>	<ul style="list-style-type: none"> <li>• Daily self-selected reading in class</li> </ul>	<ul style="list-style-type: none"> <li>• Daily self-selected reading in class</li> </ul>
<b>ORAL AND WRITTEN PROJECTS</b>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Informal Book Talks</li> <li>• Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li>1. <u>Voices From America’s Past</u></li> <li>2. <u>From Where I Sit</u></li> <li>3. <u>Girls Who Rocked the World</u></li> <li>4. <u>I Am An American</u></li> </ol> </li> <li>• Graphic Organizers</li> <li>• Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Informal Book Talks</li> <li>• Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li>1. <u>Voices From America’s Past</u></li> <li>2. <u>From Where I Sit</u></li> <li>3. <u>Girls Who Rocked the World</u></li> <li>4. <u>I Am An American</u></li> </ol> </li> <li>• Graphic Organizers</li> <li>• Word Walls</li> </ul>
<b>ASSESSMENT OPTIONS</b>	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM
	November	December
<b>WHOLE CLASS</b>	<ul style="list-style-type: none"> <li>• <b>Read To</b> (Suggestions)</li> <li>• <u>Chicken Soup for the Teenage Soul</u> (Canfield)</li> <li>• Any high interest text</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read To</b> (Suggestions)</li> <li>• <u>Chicken Soup for the Teenage Soul</u> (Canfield)</li> <li>• Any high interest text</li> </ul>

	November	December
	<b>Guided and Independent Practice</b> - <u>Reading in the Content Areas – D</u> Unit 2 – Reading in Language Arts - Clarifying (3 1.2) - Questioning (3 2.2) - Summarizing (6 2.4) - Predicting (5 2.4) - Facts (5 2.5) - Synonyms/Antonyms (5 1.3) - Author’s Purpose (6 2.8) - Fact/Opinion (5 2.5) - Cause/Effect (4 2.6) - Compare/Contrast (4 2.1) - Note-taking (6 2.4)	<b>Guided and Independent Practice</b> - <u>Reading in the Content Areas – D</u> Unit 2 – Reading in Language Arts - Clarifying (3 1.2) - Questioning (3 2.2) - Summarizing (6 2.4) - Predicting (5 2.4) - Facts (5 2.5) - Synonyms/Antonyms (5 1.3) - Author’s Purpose (6 2.8) - Fact/Opinion (5 2.5) - Cause/Effect (4 2.6) - Compare/Contrast (4 2.1) - Note-taking (6 2.4)
<b>INDEPENDENT READING</b>	<ul style="list-style-type: none"> <li>Daily self-selected reading in class</li> </ul>	<ul style="list-style-type: none"> <li>Daily self-selected reading in class</li> </ul>
<b>ORAL AND WRITTEN PROJECTS</b>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Informal Book Talks</li> <li>Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li><u>Voices From America’s Past</u></li> <li><u>From Where I Sit</u></li> <li><u>Girls Who Rocked the World</u></li> <li><u>I Am An American</u></li> </ol> </li> <li>Graphic Organizers</li> <li>Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Informal Book Talks</li> <li>Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li><u>Voices From America’s Past</u></li> <li><u>From Where I Sit</u></li> <li><u>Girls Who Rocked the World</u></li> <li><u>I Am An American</u></li> </ol> </li> <li>Graphic Organizers</li> <li>Word Walls</li> </ul>
<b>ASSESSMENT OPTIONS</b>	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM

	January	February
<b>WHOLE CLASS</b>	<b>Read To</b> (Suggestions) <ul style="list-style-type: none"> <li><u>Chicken Soup for the Teenage Soul</u> (Canfield)</li> <li>Any high interest text</li> </ul>	<b>Read To</b> (Suggestions) <ul style="list-style-type: none"> <li><u>Chicken Soup for the Teenage Soul</u> (Canfield)</li> <li>Any high interest text</li> </ul>
	<b>Guided and Independent Practice</b> - <u>Reading in the Content Areas – D</u> Unit 3 – Reading in Social Studies - Clarifying (3 1.2) - Questioning (3 2.2) - Summarizing (6 2.4) - Predicting (5 2.4) - Facts (5 2.5) - Synonyms/Antonyms (5 1.3) - Author’s Purpose (6 2.8) - Fact/Opinion (5 2.5) - Cause/Effect (4 2.6) - Compare/Contrast (4 2.1) - Note-taking (6 2.4)	<b>Guided and Independent Practice</b> - <u>Reading in the Content Areas – D</u> Unit 3 – Reading in Social Studies - Clarifying (3 1.2) - Questioning (3 2.2) - Summarizing (6 2.4) - Predicting (5 2.4) - Facts (5 2.5) - Synonyms/Antonyms (5 1.3) - Author’s Purpose (6 2.8) - Fact/Opinion (5 2.5) - Cause/Effect (4 2.6) - Compare/Contrast (4 2.1) - Note-taking (6 2.4)

	January	February
<b>INDEPENDENT READING</b>	<ul style="list-style-type: none"> <li>Daily self-selected reading in class</li> </ul>	<ul style="list-style-type: none"> <li>Daily self-selected reading in class</li> </ul>
<b>ORAL AND WRITTEN PROJECTS</b>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Informal Book Talks</li> <li>Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li><u>Voices From America's Past</u></li> <li><u>From Where I Sit</u></li> <li><u>Girls Who Rocked the World</u></li> <li><u>I Am An American</u></li> </ol> </li> <li>Graphic Organizers</li> <li>Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Informal Book Talks</li> <li>Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li><u>Civilizations Past and Present</u></li> <li><u>Long Journey Home</u></li> <li><u>Voices From Vietnam</u></li> <li><u>We Are Witnesses</u></li> </ol> </li> <li>Graphic Organizers</li> <li>Word Walls</li> </ul>
<b>ASSESSMENT OPTIONS</b>	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM

	March	April
<b>WHOLE CLASS</b>	Read To (suggestions) <ul style="list-style-type: none"> <li>Any high interest text</li> </ul>	Read To (suggestions) <ul style="list-style-type: none"> <li>Any high interest text</li> </ul>
	<b>Guided and Independent Practice</b> <ul style="list-style-type: none"> <li><u>Reading in the Content Areas – D</u></li> <li>Unit 4 – Reading in Science</li> <li>- Clarifying (3 1.2)</li> <li>- Questioning (3 2.2)</li> <li>- Summarizing (6 2.4)</li> <li>- Predicting (5 2.4)</li> <li>- Facts (5 2.5)</li> <li>- Synonyms/Antonyms (5 1.3)</li> <li>- Author's Purpose (6 2.8)</li> <li>- Fact/Opinion (5 2.5)</li> <li>- Cause/Effect (4 2.6)</li> <li>- Compare/Contrast (4 2.1)</li> <li>- Note-taking (6 2.4)</li> </ul>	<b>Guided and Independent Practice</b> <ul style="list-style-type: none"> <li><u>Reading in the Content Areas – D</u></li> <li>Unit 4 – Reading in Science</li> <li>- Clarifying (3 1.2)</li> <li>- Questioning (3 2.2)</li> <li>- Summarizing (6 2.4)</li> <li>- Predicting (5 2.4)</li> <li>- Facts (5 2.5)</li> <li>- Synonyms/Antonyms (5 1.3)</li> <li>- Author's Purpose (6 2.8)</li> <li>- Fact/Opinion (5 2.5)</li> <li>- Cause/Effect (4 2.6)</li> <li>- Compare/Contrast (4 2.1)</li> <li>- Note-taking (6 2.4)</li> </ul>
<b>INDEPENDENT READING</b>	<ul style="list-style-type: none"> <li>Daily self-selected reading in class</li> </ul>	<ul style="list-style-type: none"> <li>Daily self-selected reading in class</li> </ul>
<b>ORAL AND WRITTEN PROJECTS</b>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Informal Book Talks</li> <li>Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li><u>Civilizations Past and Present</u></li> <li><u>Long Journey Home</u></li> <li><u>Voices From Vietnam</u></li> <li><u>We Are Witnesses</u></li> </ol> </li> <li>Graphic Organizers</li> <li>Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response Journals</li> <li>Informal Book Talks</li> <li>Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li><u>Civilizations Past and Present</u></li> <li><u>Long Journey Home</u></li> <li><u>Voices From Vietnam</u></li> <li><u>We Are Witnesses</u></li> </ol> </li> <li>Graphic Organizers</li> <li>Word Walls</li> </ul>

	<b>March</b>	<b>April</b>
<b>ASSESSMENT OPTIONS</b>	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM
	<b>May</b>	<b>June</b>
<b>WHOLE CLASS</b>	Read To (suggestions) • Any high interest text	Read To (suggestions) • Any high interest text
	<b>Guided and Independent Practice</b> - <u>Reading in the Content Areas – D</u> Unit 5 – Reading in Mathematics - Clarifying (3 1.2) - Questioning (3 2.2) - Summarizing (6 2.4) - Predicting (5 2.4) - Facts (5 2.5) - Synonyms/Antonyms (5 1.3) - Author’s Purpose (6 2.8) - Fact/Opinion (5 2.5) - Cause/Effect (4 2.6) - Compare/Contrast (4 2.1) - Note-taking (6 2.4)	<b>Guided and Independent Practice</b> - <u>Reading in the Content Areas – D</u> Unit 5 – Reading in Mathematics - Clarifying (3 1.2) - Questioning (3 2.2) - Summarizing (6 2.4) - Predicting (5 2.4) - Facts (5 2.5) - Synonyms/Antonyms (5 1.3) - Author’s Purpose (6 2.8) - Fact/Opinion (5 2.5) - Cause/Effect (4 2.6) - Compare/Contrast (4 2.1) - Note-taking (6 2.4)
<b>INDEPENDENT READING</b>	• Daily self-selected reading in class	• Daily self-selected reading in class
<b>ORAL AND WRITTEN PROJECTS</b>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Informal Book Talks</li> <li>• Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li>1. <u>Civilizations Past and Present</u></li> <li>2. <u>Long Journey Home</u></li> <li>3. <u>Voices From Vietnam</u></li> <li>4. <u>We Are Witnesses</u></li> </ol> </li> <li>• Graphic Organizers</li> <li>• Word Walls</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response Journals</li> <li>• Informal Book Talks</li> <li>• Shared and Independent Reading using supplemental texts:               <ol style="list-style-type: none"> <li>1. <u>Civilizations Past and Present</u></li> <li>2. <u>Long Journey Home</u></li> <li>3. <u>Voices From Vietnam</u></li> <li>4. <u>We Are Witnesses</u></li> </ol> </li> <li>• Graphic Organizers</li> <li>• Word Walls</li> </ul>
<b>ASSESSMENT OPTIONS</b>	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM	Jerry Johns Reading Attitude Survey Benchmark Book Assessment Summary Oral Reading Checks CBM

**See attached pacing chart for detailed implementation.**

**METHODS:** Teachers will use a variety of instructional methods and strategies including large group, small group and individualized instructional grouping. Instructional strategies will include:

- Read Alouds/Think Alouds
- Shared Reading
- Guided Reading
- Independent Reading
- Vocabulary Study
- Graphic Organizers
- Whole Group Instruction
- Small Group Instruction
- Individual Instruction
- Literature Circles
- Direct Instruction
- Mini-Lesson

**Lesson Design and Delivery:** Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher’s vision for the individual lesson. For instance, the objective and purpose, while present in the teacher’s lesson plan, are not made known to the students at the beginning of an inquiry lesson.

<p><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
---	--

Some components may occur once in a lesson, but others will recur many times. Checking For Understanding occurs continually; Input, Modeling, Guided Practice and Closure may occur several times. There may even be more than one Anticipatory Set when more than one content piece is introduced.

**Active Participation Strategies** for ensuring consistent, simultaneous involvement of the minds of all students

Covert Strategies

- |                                    |   |   |   |
|------------------------------------|---|---|---|
| <input type="checkbox"/> Recall    | <input type="checkbox"/> Restate in Journal/Notes | <input type="checkbox"/> Stand Up/Sit Down  | <input type="checkbox"/> Idea Wave        |
| <input type="checkbox"/> Imagine   | <input type="checkbox"/> Hand Signals             | <input type="checkbox"/> Response Boards    | <input type="checkbox"/> Pair-Share       |
| <input type="checkbox"/> Observe   | <input type="checkbox"/> Cooperative Groups       | <input type="checkbox"/> Graphic Organizers | <input type="checkbox"/> Folded Paper     |
| <input type="checkbox"/> Consider  | <input type="checkbox"/> Choral Response          | <input type="checkbox"/> Give One/Get One   | <input type="checkbox"/> “Foggiest” Point |
| <input type="checkbox"/> Visualize | <input type="checkbox"/> Illustrate               | <input type="checkbox"/> Point to Examples  | <input type="checkbox"/> Brainstorm       |
|                                    | <input type="checkbox"/> Role Play                |   |   |

**MATERIALS USED IN TEACHING THE COURSE:** In addition to the basic text (*mandatory information – Title, Author, Copyright Date and Publisher*), a variety of instructional tools will be used to meet the needs of all students

**Basic Text:** Reading in the Content Areas, Level D; 2000; Globe Fearon  
Grade level district content area books.

**Supplemental texts:**

- Voices From America’s Past Classroom Set
- Civilizations Past to Present Classroom Set
- Scholastic Nonfiction Books
  - From Where I Sit
  - Girls Who Rocked the World
  - I Am An American
  - Long Journey Home
  - Voices From Vietnam
  - We Are Witnesses

**Professional Reading:** Strategic Teaching and Learning, California Department of Education  
Reading for Understanding A Guide to Improving Reading in Middle and High School Classrooms, Schoenbach

**EVALUATION:**

**ASSESSMENTS USED TO MONITOR AND EVALUATE STUDENT PROGRESS**

	<b>Diagnose</b>	<b>Monitor</b>	<b>Evaluate</b>
State Assessments			<ul style="list-style-type: none"> <li>• California Achievement Test (CAT 6)</li> <li>• Content Standards Test (CST)</li> </ul>
District Assessments	<ul style="list-style-type: none"> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• CBM</li> <li>• Summary</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Book Assessment</li> <li>• Summary</li> <li>• CBM</li> </ul>
Classroom Assessments	<ul style="list-style-type: none"> <li>• Informal reading inventory</li> <li>• Interest inventory</li> <li>• Running records</li> <li>• Miscue analysis</li> <li>• Cloze passages</li> <li>• Retelling</li> </ul>	<ul style="list-style-type: none"> <li>• Reading strategy checklist</li> <li>• Anecdotal records / observations</li> <li>• Comprehension questions accompanying published materials</li> <li>• Retelling</li> <li>• Cloze passages</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling</li> <li>• Comprehension questions accompanying published materials</li> <li>• Written responses (i.e. short answer and essay)</li> </ul>
Other Informal Assessments	<ul style="list-style-type: none"> <li>• Work sample</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Work sample</li> <li>• Response journal</li> <li>• Reading log</li> <li>• Interviews</li> <li>• Think aloud</li> <li>• Student self-evaluation</li> <li>• Records of independent reading</li> <li>• “Kid watching”</li> </ul>	<ul style="list-style-type: none"> <li>• Work sample</li> <li>• Response journal</li> <li>• Reading log</li> <li>• Student self-evaluation</li> <li>• Reading portfolio selection</li> </ul>

**Suggested Criteria For Grading:**

Strategy Practice	35%
Independent Reading	25%
Writing Tasks	10%
Group Work	10%
Homework	10%
Book Projects	5%
Assessment	5%

**Suggested Grading Scale**

GRADING SCALE			
Letter grade		Percentage	Four Point Rubric score
Advanced Proficient	A	100 – 90%	Advanced Proficient 4
	B+	89 – 87%	
Proficient	B	86 – 80%	Proficient 3
	C	79 – 70%	
Partially Proficient	D	69 – 60%	Partially Proficient 2
Non or Limited Proficient	F	Below 60%	Non or Limited Proficient 1

\*Teachers are encouraged to use plus and minus scores when using the four-point rubric

**SUGGESTED BALDRIGE QUALITY TOOLS TO MONITOR PROGRESS**

**Ways to Collect Performance Data and Evaluate Process**

**Progress Monitoring Graph (Fluency)– Quarter # \_\_\_\_\_**

WORDS READ CORRECTLY (WRC)	100										
	90										
	80										
	70										
	60										
	50										
	40										
	30										
	20										
	10										
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

Ask these questions:

What went well? What strategies did you use to comprehend this text?

What didn't go well?

Where can you make improvements?

PLUS +	DELTA $\sigma$

Number of Pages Read Per Week – Quarter # \_\_\_\_\_

100										
90										
80										
70										
60										
50										
40										
30										
20										
10										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10

**Recommended Reading For Teachers:**

- It's Never Too Late; Janet Allen
- Words, Words, Words; Janet Allen
- Yellow Brick Roads; Janet Allen
- Mosaic of Thought ; Ellin Keene and Susan Zimmerman
- Strategies that Work; Stephanie Harvey and Anne Goudvis
- What Really Matters for Struggling Readers: Designing Research-Based Programs; Richard Allington
- When Kids Can't Read; What Teachers Can Do: A Guide for Teachers 6-12; Kyleene Beers

Submitted by: Shelley Gustafson

School/Office: 6-12 Literacy Office

Revised Date: 10/9/03