



MIDDLE SCHOOL COURSE OUTLINE

Course Code	1565	Department	English/Language Arts		
Course Title	Advanced LANGUAGE! Core				
Short Title	Adv LANG! Core	Grade Level	6-8	Credits/Semester	10
Course Length	1 Year	Required	Yes	Elective	
Prerequisites	Students have been diagnosed at the intensive intervention level and are working on below grade level content standards.				

COURSE DESCRIPTION:

Advanced LANGUAGE! is a language arts course designed for students who have the foundations of reading in place and are decoding and spelling multi-syllabic words, expanding and building upon literal and interpretive comprehension strategies and using various writing strategies to develop cohesive compositions. This course uses Language!, a sequential, balanced literacy program emphasizing developmental reading instruction. Its emphasis is upon expanding vocabulary development, spelling, comprehension, fluent text reading, word recognition, and writing, while reading texts with readability levels of 4.6 - 6.0. This course offers the flexibility of placement into an alternate course at the semester, based upon individual achievement of the student. Students who qualify in units 25-36 of Advance LANGUAGE! will begin the course of study at Level II Unit 25.

Initially, middle school students may be placed into Advanced LANGUAGE! as recommended based on CST scores, reading benchmarks, one or more of the LANGUAGE! assessments and teacher observation. Placement into Advanced LANGUAGE! is determined by administration of the LANGUAGE! encoding and decoding assessments. If the student scores within Units 25-36 on either of the LANGUAGE! subtests, he/she is recommended for Advanced LANGUAGE!

Recommended class size maximum: 20 students

All LANGUAGE! classes are blocked.

Note: Students are working on grades 1-6 content standards.

GOALS: To provide students with experiences that will enable them to:

- Achieve the 6th grade standards as indicated by multiple measures.
- Master the prerequisite skills needed to reach 6th grade content standards.
- Read to learn.
- Develop new and important vocabulary through extensive opportunities to read and through teacher-directed instructions.
- Develop fundamental skills in reading that provides the foundation for grade level work in the language arts.
- Participate in small and large group discussions about reading and texts, exploring issues, feelings, and experiences to extend understanding and interact effectively with others.
- Develop phonemic awareness.
- Develop decoding skills.
- Know and apply a wide range of strategies to understand what they read.

- Develop fundamental skills in writing that provides the foundation for grade level work in the Language Arts.
- Develop the understanding of grammatical and syntactic structures and apply them to writing.
- Monitor comprehension of a text by making predictions, mental imaging, drawing inferences, making connections, summarizing, and asking questions while reading.
- 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 and writers.
- Acquire literacy skills essential to become successful in the workplace.

STATE CONTENT STANDARDS

<i>Content Standards Addressed in Book E – 1st Semester</i>						
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	Language! Units					
Decoding and Word Recognition	Unit 25	Unit 26	Unit 27	Unit 28	Unit 29	Unit 30
Grade 1: 1.11 Read common, irregular sight words (e.g., earn, touch, build, though, brother, flood).	X	X	X	X	X	X
Grade 1: 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	X	X	X	X	X	X
Grade 1: 1.13 Read compound and contractions.	X	X	X	X	X	X
Grade 2: 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	X	X	X	X	X	X
Grade 2: 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel digraph syllables, schwa, final consonant + -le syllable, diphthong syllables).	X	X	X	X	X	X
Grade 3: 1.1 Know and use complex word families when reading (e.g., -dge) to decode unfamiliar words.				X	X	X
Grade 3: 1.2 Decode regular multisyllabic words.	X	X	X	X	X	X
Grade 5: 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	X	X	X	X	X	X
<u>Vocabulary and Concept Development</u>						
Grade 3: 1.7 Use a dictionary to learn the meaning and other features of unknown words.	X	X	X	X	X	X

Grade 4: 1.3 Identify and use regular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Punctuation						
Grade 3: 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 4: 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 4: 1.5 Use underlining, quotation marks, or italics to identify titles of documents. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 5: 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and title of poems, songs, short stories, and so forth. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 6: 1.3 Use semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Capitalization						
Grade 5: 1.4 Use correct capitalization.	X	X	X	X	X	X
Spelling						
Grade 2: 1.7 Spell frequently used, irregular words correctly (e.g., earn, touch, build, though, brother, flood).	X	X	X	X	X	X
Grade 3: 1.8 Spell correctly one-syllable words that have blends, compounds, orthographic patterns (e.g., long oo = noon and short oo = book), and common homophones.	X	X	X	X	X	X
Grade 5: 1.7 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	X	X	X	X	X	X
Grade 6: 1.5 Spell frequently misspelled words correctly (e.g., their, they're, there).	X	X	X	X	X	X

Content Standards Addressed in Book F – 2nd Semester						
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development	Language! Units					
Decoding and Word Recognition	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Grade 1: 1.11 Read common, irregular sight words (e.g., against, four, beauty, suite, only, wind, wolf).	X	X	X	X	X	X
Grade 1: 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	X	X	X	X	X	X
Grade 1: 1.13 Read compound and contractions.	X	X	X	X	X	X
Grade 2: 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings: au, aw, ui, ue, ew phonograms) when reading.	X	X	X	X	X	X
Grade 2: 1.2 Apply knowledge of basic syllabication rules when reading (e.g., review seven types of syllables).	X	X	X	X	X	X
Grade 3: 1.2 Decode regular multisyllabic words.	X	X	X	X	X	X
Grade 6: 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	X	X	X	X	X	X
Vocabulary and Concept Development						
Grade 3: 1.7 Use a dictionary to learn the meaning and other features of unknown words.	X	X	X	X	X	X
Grade 4: 1.5 Use a thesaurus to determine related words and concepts.	X	X	X	X	X	X
Grade 5: 1.2 Use word origins to determine the meaning of unknown words.	X	X	X	X	X	X
Grade 5: 1.3 Understand and explain frequently used synonyms, antonyms, and homographs.	X	X	X	X	X	X
Grade 5: 1.4 Know abstract, derived roots and affixes from Latin and use this knowledge to analyze the meaning of complex words (e.g., circumscribe).	X	X	X	X	X	X
Grade 6: 1.2 Identify and interpret figurative language and words with multiple meanings.	X	X	X	X	X	X

Grade 5: 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	X	X	X	X	X	X
Grade 6: 2.4 Clarify an understanding of texts by creating outlines, logical notes, and summaries. (Step Up to Writing)	X	X	X	X	X	X
3.0 Literary Response and Analysis	Language! Units					
Structural Features of Literature	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Grade 6: 3.1 Identify the forms of fiction and describe the major characteristics of each form. (Read Aloud/Shared Reading)	X	X	X	X	X	X
Narrative Analysis of Grade-Level-Appropriate Text						
Grade 6: 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. (Read Aloud/Shared Reading)	X	X	X	X	X	X
Grade 6: 3.3 Analyze the influence of setting on the problem and its resolution. (Read Aloud/Shared Reading)	X	X	X	X	X	X
Grade 6: 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. (Read Aloud/Shared Reading)	X	X	X	X	X	X
Grade 6: 3.5 Identify the speaker and recognize the difference between first-and third-person narration (e.g., autobiography compared with biography). (Read Aloud/Shared Reading)	X	X	X	X	X	X
Grade 6: 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. (Read Aloud/Shared Reading)	X	X	X	X	X	X
Grade 6: 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.	X	X	X	X	X	X

1.0 Writing Strategies	Language! Units					
Organization and Focus	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Grade 4: 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 4: 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 6: 1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Research and Technology						
Grade 5: 1.5 Use a thesaurus to identify alternative word choices and meanings.	X	X	X	X	X	X
Evaluation and Revision						
Grade 6: 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
2.0 Writing Applications (Genres and Their Characteristics)	Unit 31	Unit 32	Unit 33	Unit 34	Unit 35	Unit 36
Grade 4: 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	X	X	X	X	X	X

Grade 5: 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and title of poems, songs, short stories, and so forth. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 6: 1.3 Use semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences	X	X	X	X	X	X
Capitalization						
Grade 6: 1.4 Use correct capitalization.	X	X	X	X	X	X
Spelling						
Grade 2: 1.7 Spell frequently used, irregular words correctly (e.g., against, four, beauty, suite, only, wind, wolf).	X	X	X	X	X	X
Grade 3: 1.8 Spell correctly one-syllable words that have blends, compounds, orthographic patterns (e.g., soft c, soft g, au, aw, ui, ue, ew), and common homophones.	X	X	X	X	X	X
Grade 3: 1.9 Arrange words in alphabetic order.			X			
Grade 5: 1.7 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	X	X	X	X	X	X

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 Long Beach Unified School District is to have all students achieve at or above the Proficient Performance Standard (Level).

	Advanced Proficient	Proficient	Basic	Below Basic	Far Below Basic
%	100% - 80%	79% - 65%	64% - 44%	43% - 32%	Less than 31%
Scaled Score	More than 393	393 - 350	349 - 300	299 - 268	Less than 268

The Long Beach Unified School District has established criteria for students to succeed. In addition to assessments such as tests, quizzes, and projects, students must be proficient in the areas listed below to receive a **C** or better in this course.

PERFORMANCE CRITERIA

	Advanced Proficient	Proficient		Basic	Below Basic	Far Below Basic
	A	B	C	D	F	
Mid term Exam	100-90%	89-80%	79-70%	69-60%	59-30%	29-0%
Final Exam	100-90%	89-80%	79-70%	69-60%	59-30%	29-0%
Fluency Builders	≥ 6 passed	4-5 passed	3 passed	2 passed	1 passed	0 passed
Writing: process papers, timed writing	See district rubrics	See district rubrics	See district rubrics	See district rubrics	See district rubrics	See district rubrics
Mastery Tasks	100-90%	88-80% 80% and above = mastery of task*	79-70%	69-60%	59-30%	29-0%
Completion of Daily Assignments	The majority of assignments are complete	89-80% of assignments are complete	79-70% of assignments are complete	69-60% of assignments are complete	59-30% of assignments are complete	29-0% of assignments are complete
Classroom Independent Reading	During designated time (10-20 minutes daily), in-class reading is completed 100-90% of the time, from a variety of genres, at the student's independent reading level.	During designated time (10-20 minutes daily), in-class reading is completed 89-80% of the time, from a variety of genres, at the student's independent reading level.	During designated time (10-20 minutes daily), in-class reading is completed 79-70% of the time, from a variety of genres, at the student's independent reading level.	During designated time (10-20 minutes daily), in-class reading is completed 69-60% of the time and at the student's independent reading level.	During designated time (10-20 minutes daily), in-class reading is completed 59-30% of the time and at the student's independent reading level.	During designated time (10-20 minutes daily), in-class reading is completed 29-0% of the time and at the student's independent reading level.
Reading Log (Homework)	Always (100-90%) completes the home reading requirement (100 minutes per school week).	Frequently (89-80%) completes the home reading requirement (100 minutes per school week).	Occasionally (79-70%) completes the home reading requirement (100 minutes per school week).	Sometimes (69-60%) completes the home reading requirement (100 minutes per school week).	Rarely (59-30%) completes the home reading requirement (100 minutes per school week).	Never (29-0%) completes the home reading requirement (100 minutes per school week).

*Students who do not master a task, should retake the task after re-teaching.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT: Refer to Language! Lesson Plans for more details

**Recommended Pacing Guide
First Quarter – Book E (units 25-27)**

LANGUAGE! should be taught at least 90 minutes daily.

Essential Question: How can I become a strategic reader and writer?				
Introduction Unit (1- 2 weeks)	Components	Unit 25 Concepts (2-3 weeks)	Unit 26 Concepts (2-3 weeks)	Unit 27 Concepts (2-3 weeks)
Daily Activities: independent reading, read aloud/shared reading, paraphrasing, and journal writing				
<ul style="list-style-type: none"> • Seating assignments • Class expectations • Introduce L! as a linguistic class • Team building activities • Set up notebooks • Introduce L! components • Importance and purpose of reading • Reading goals activities • Reading interest survey • Administer LOL Placement Test • Administer L! assessments (encoding, grammar, and decoding) • Administer writing Pre-assessment: Writing Sample, persuasive prompt: Favorite Fast Food Restaurant • See Introduction Unit Packet for lesson ideas 	<p>Word Study (phonemic concepts, phoneme-grapheme correspondence, and syllabication)</p>	<ul style="list-style-type: none"> • Review vowel digraph syllable • Vowel phonemes determine the syllable type. • Vowel digraphs Long /e/ ea (teach) Short /e/ ea (head) Long /a/ ea (great) • Activities to support Unit 25 Mastery Tasks 	<ul style="list-style-type: none"> • Review syllable division • Schwa: reduced vowel in two-syllable words • Activities to support Unit 26 Mastery Tasks 	<ul style="list-style-type: none"> • c +le represents the sounds of consonant + schwa +l (single) • Final consonant + le syllable • Activities to support Unit 27 Mastery Tasks
	<p>Word Recognition and Spelling</p>	<ul style="list-style-type: none"> • Unit 25 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word sorting • Memory Words • Activities to support Unit 25 Mastery Tasks 	<ul style="list-style-type: none"> • Unit 26 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Review Memory Words • Memory strategies • Challenge Words • Activities to support Unit 26 Mastery Tasks 	<ul style="list-style-type: none"> • Unit 27 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Review Drop e Rule • Word sorting • Memory Words • Challenge Words • Activities to support Unit 27 Mastery Tasks
	<p>Vocabulary</p>	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Latin prefixes, suffixes, and roots • Homophones • Idioms, expressions, and word combinations • Activities to support Unit 25 Mastery Tasks 	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Latin prefixes, suffixes, and roots • Idioms, expressions, and word combinations • Activities to support Unit 26 Mastery Tasks 	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Latin, prefixes, suffixes, and roots • Idioms, expressions, and word combinations • Activities to support Unit 27 Mastery Tasks

	Components	Unit 25 Concepts (2-3 weeks)	Unit 26 Concepts (2-3 weeks)	Unit 27 Concepts (2-3 weeks)
	Comprehension	<ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (grade level short stories, poetry, nonfiction, novel) • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills emphasis on paraphrasing • Bloom’s Taxonomy: emphasis on evaluation • Story grammar/plot: emphasis on falling actions and resolution • Activities to support Unit 25 Mastery Tasks 	<ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (grade level short stories, poetry, nonfiction, novel) • Decodable text – J&J Reader activities • Summary Writing • Active reading and listening skills emphasis on summarizing • Bloom’s Taxonomy: emphasis on evaluation • Story grammar/ plot: emphasis on falling actions and resolution • Activities to support Unit 26 Mastery Tasks 	<ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (grade level short stories, poetry, nonfiction, novel) • Decodable text – J&J Reader activities • Summary Writing • Active reading and listening skills emphasis on summarizing • Bloom’s Taxonomy: emphasis on evaluation • Story grammar/plot: emphasis on falling actions and resolution • Activities to support Unit 27 Mastery Tasks
	Writing	<ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud topics) • Review Step Up to Writing • Review compare and contrast expository and narrative writing • Review Masterpiece Sentences • Review expository paragraph writing • Activities that support Unit 25 Mastery Tasks 	<ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud topics) • Practice Masterpiece Sentences • Introduce the twelve steps of writing accordion essays – expository • Activities that support Unit 26 Mastery Tasks 	<ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud topics) • Practice Masterpiece Sentences • Reinforce expository essays • Activities that support Unit 27 Mastery Tasks
	Grammar	<ul style="list-style-type: none"> • Review subject, object, and possessive pronouns • Review subject and predicate (tense and number) • Prepositions • Prepositional phrases that tell when • Direct and indirect objects • Activities that support Unit 25 Mastery Tasks 	<ul style="list-style-type: none"> • Review direct and indirect objects • Review subject, object, and possessive pronouns • Activities that support Unit 26 Mastery Tasks 	<ul style="list-style-type: none"> • Review direct and indirect objects • Activities that support Unit 27 Mastery Tasks
	Morphology	<ul style="list-style-type: none"> • Roots: form, stru • Prefixes: inter- • Suffixes: -ish, -ist • Activities to support Unit 25 Mastery Tasks 	<ul style="list-style-type: none"> • Roots: duc/duce/duct, ver/vert/verse • Prefixes: en-, em- • Suffixes: -al, -ant, -en, -ent, -ful, -ial, -ive, -ment, -ness, -less • Activities to support Unit 26 Mastery Tasks 	<ul style="list-style-type: none"> • Roots: tract, dic/dict • Suffixes: -able, -ible • Activities to support Unit 27 Mastery Tasks

*****Target teaching: Complete daily activities and teach skills needed for Mastery Tasks. *****

Recommended Pacing Guide Second Quarter – Book E (units 28-30)

Components	Unit 28 Concepts (2-3 weeks)	Unit 29 Concepts (2-3 weeks)	Unit 30 Concepts (2-3 weeks)
Daily Activities: independent reading, read aloud/shared reading, paraphrasing, and journal writing			
Word Study (phonemic concepts, phoneme-grapheme correspondence and syllabication)	<ul style="list-style-type: none"> The phonogram –dge comes after a short vowel and represents the /j/ phoneme Activities to support Unit 28 Mastery Tasks 	<ul style="list-style-type: none"> The vowel digraph oo represents two different phonemes: short /oo/ - foot and long /oo/ - tool Review syllables: vowel digraph, close, r-controlled, open, final silent e, and consonant + le Activities to support Unit 29 Mastery Tasks 	<ul style="list-style-type: none"> Vowel phonemes determine the syllable type Diphthongs: oi , oy Vowel diphthong syllable Activities to support Unit 30 Mastery Tasks
Word Recognition and Spelling	<ul style="list-style-type: none"> Unit 28 words to read/spell Phonetically regular words Nonphonetic words Fluency Builders Phrases and sentences for dictation and fluency Review Drop –e Rule Word Sorting Memory Words Challenge Words Activities to support Unit 28 Mastery Tasks 	<ul style="list-style-type: none"> Unit 29 words to read/spell Phonetically regular words Nonphonetic words Fluency Builders Phrases and sentences for dictation and fluency Word sorting Word words Activities to support Unit 29 Mastery Tasks 	<ul style="list-style-type: none"> Unit 30 words to read/spell Phonetically regular words Nonphonetic words Fluency Builders Phrases and sentences for dictation and fluency Contractions Word sorting Memory Words Activities to support Unit 30 Mastery Tasks
Vocabulary	<ul style="list-style-type: none"> Define unit words Multiple meanings Vocabulary Expansion exercises Latin prefixes, suffixes, and roots Idioms, expressions, and word combinations Activities to support Unit 28 Mastery Tasks 	<ul style="list-style-type: none"> Define unit words Multiple meanings Vocabulary Expansion exercises Latin prefixes, suffixes, and roots Idioms, expressions, and word combinations Activities to support Unit 29 Mastery Tasks 	<ul style="list-style-type: none"> Define unit words Multiple meanings Vocabulary Expansion exercises Latin prefixes, suffixes, and roots Idioms, expressions, and word combinations Activities to support Unit 30 Mastery Tasks
Comprehension	<ul style="list-style-type: none"> Independent reading Read aloud/shared reading (start core novel – into activities) Decodable text – J&J Reader activities Summary writing Active reading and listening skills emphasis on summarizing Bloom’s Taxonomy: review Story grammar/plot: review Activities to support Unit 28 Mastery Tasks 	<ul style="list-style-type: none"> Independent reading Read aloud/shared reading (core novel and poetry) Decodable text – J&J Reader activities Summary writing Active reading and listening skills Bloom’s Taxonomy: review Story grammar/plot: review Activities to support Unit 29 Mastery Tasks 	<ul style="list-style-type: none"> Independent reading Read alouds/shared reading (core novel and poetry) Decodable text – J&J Reader activities Summary writing Active reading and listening skills Bloom’s Taxonomy: review Story grammar/plot: review Activities to support Unit 30 Mastery Tasks

Components	Unit 28 Concepts (2-3 weeks)	Unit 29 Concepts (2-3 weeks)	Unit 30 Concepts (2-3 weeks)
Writing	<ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Practice Masterpiece Sentences Review persuasive paragraph writing Introduce persuasive essay writing Activities that support Unit 28 Mastery Tasks 	<ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Practice Masterpiece Sentences Reinforce persuasive essay writing Activities that support Unit 29 Mastery Tasks 	<ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Process Paper: persuasive essay Practice Masterpiece sentences Activities that support Unit 30 Mastery Tasks Administer Mid-Assessment Timed Writing (Cold Write) –persuasive, suggested prompt – Better Pet or The Perfect Vacation
Grammar	<ul style="list-style-type: none"> Review adjectives Review objects of prepositions Review direct and indirect objects in sentences Adverbs tell when, where, how, how much, or how often Adverbs: end in -ly Adjectival prepositional phrases Irregular plural forms Activities that support Unit 28 Mastery Tasks 	<ul style="list-style-type: none"> Review adverbs Review adjectives Review adverbial prepositional phrases Review adjectival prepositional phrases Review object of a preposition; direct and indirect objectives in sentences Activities that support Unit 29 Mastery Tasks 	<ul style="list-style-type: none"> Form review: nouns, pronouns, verbs, adjectives, adverbs, prepositions Function review: subjects, predicates, direct objects, indirect objects, and objects of the preposition Activities that support Unit 30 Mastery Tasks
Morphology	<ul style="list-style-type: none"> Roots: pel/puls, mit/mis Activities that support Unit 28 Mastery Tasks 	<ul style="list-style-type: none"> Roots: rupt, flec/flex Suffix: -hood Activities that support Unit 29 Mastery Tasks 	<ul style="list-style-type: none"> Roots: fac, scrib/script Activities that support Unit 30 Mastery Tasks
Assessments			Administer Mid-Year Assessments: <ul style="list-style-type: none"> Summative Test E Timed Writing: Persuasive

*****Target teaching: Complete daily activities and teach skills needed for Mastery Tasks.*****

Recommended Pacing Guide Third Quarter – Book F (units 31-33)

Components	Unit 31 Concepts (2-3 weeks)	Unit 32 Concepts (2-3 weeks)	Unit 33 Concepts (2-3 weeks)
Daily Activities: independent reading, read aloud/shared reading, paraphrasing, and journal writing			
Word Study (phonemic concepts and phoneme-grapheme correspondence, syllabication)	<ul style="list-style-type: none"> • Diphthong /ow/, /ou/ • Diphthong syllables (oi, oy, ow,ou) • Activities to support Unit 31 Mastery Tasks 	<ul style="list-style-type: none"> • Review suffixation principles • Activities to support Unit 32 Mastery Tasks 	<ul style="list-style-type: none"> • The phonemes /s/ and /k/ are both spelled with c. • When c is followed by i,e, or y, it represents the phoneme /s/. • The phonemes /g/ and /j/ are both spelled with g. • When g is followed by l,e, or y, it represents the phoneme /j/ • Activities to support Unit 33 Mastery Tasks
Word Recognition and Spelling	<ul style="list-style-type: none"> • Unit 31 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Review contractions • Homonyms • Compound words • Word sorting • Memory Words • Multisyllable Word Spelling Grid • Activities to support Unit 31 Mastery Tasks 	<ul style="list-style-type: none"> • Unit 32 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Review contractions • Review spelling rules for adding suffixes • Memory Words • Back to the Base • Multisyllable Word Spelling Grid • Word building • Activities to support Unit 32 Mastery Tasks 	<ul style="list-style-type: none"> • Unit 33 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word sorting • Multisyllable Word Spelling Grid • Memory Words • Activities to support Unit 33 Mastery Tasks
Vocabulary	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Idioms, expressions, and word combinations • Latin prefixes, suffixes, and roots • Activities to support Unit 31 Mastery Tasks 	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Idioms, expressions, and word combinations • Latin prefixes, suffixes, and roots • Activities to support Unit 32 Mastery Tasks 	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Latin prefixes, suffixes, and roots • Activities to support Unit 33 Mastery Tasks
Comprehension	<ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (core novel, nonfiction, and poetry) • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: review • Story grammar/plot: review • Activities to support Unit 31 Mastery Tasks 	<ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (core novel, nonfiction, and poetry) • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: review • Story grammar/plot: review • Activities to support Unit 32 Mastery Tasks 	<ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (finish core novel, nonfiction, and poetry) • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: review • Story grammar/plot: review • Activities to support Unit 33 Mastery Tasks

Components	Unit 31 Concepts (2-3 weeks)	Unit 32 Concepts (2-3 weeks)	Unit 33 Concepts (2-3 weeks)
Writing	<ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Practice Masterpiece sentences Practice persuasive essays Review narrative writing (story elements and extended Quick Sketch) Activities to support Unit 31 Mastery Tasks 	<ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Practice Masterpiece Sentences Practice persuasive essays Practice narrative writing Activities to support Unit 32 Mastery Tasks 	<p>Core Instruction (Must Do):</p> <ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Practice Masterpiece Sentences Practice persuasive essays Practice narrative writing Activities to support Unit 33 Mastery Tasks <p>Extended Options (Can Do):</p> <ul style="list-style-type: none"> Process Paper: persuasive essay or narrative writing
Grammar	<ul style="list-style-type: none"> Clauses: independent and dependent Activities to support Unit 31 Mastery Tasks 	<ul style="list-style-type: none"> Review dependent and independent clauses Activities to support Unit 32 Mastery Tasks 	<ul style="list-style-type: none"> Review word function: singular/plural nouns, verbs Review dependent and independent clauses Relative clauses (relative pronouns – who, which, what, or that) Activities to support Unit 33 Mastery Tasks
Morphology	<ul style="list-style-type: none"> Compound words: combining two words (finger +nail), combining prepositions as prefixes (down + town) Roots: junct/june, erra Prefixes: contra-, counter- Activities to support Unit 31 Mastery Tasks 	<ul style="list-style-type: none"> Roots: simil, mort Suffixes: -tion, -sion Activities to support Unit 32 Mastery Tasks 	<ul style="list-style-type: none"> Roots: spriare, found (fundere) Prefixes: astra-, astro-, auto-, aut-, bene- Suffixes: -age, -ance, -ancy, -ence, -ency, -ice Activities to support Unit 33 Mastery Tasks

*****Target teaching: Complete daily activities and teach skills needed for Mastery Tasks.*****

Recommended Pacing Guide Fourth Quarter – Book F (units 34-36)

Components	Unit 34 Concepts (2-3 weeks)	Unit 35 Concepts (2-3 weeks)	Unit 36 Concepts (2-3 weeks)
Daily Activities: independent reading, read aloud/shared reading, paraphrasing, and journal writing			
Word Study Word Study (phonemic concepts and phoneme-grapheme correspondence, syllabication)	<ul style="list-style-type: none"> • Phonograms: au, aw • Activities to support Unit 34 Mastery Tasks 	<ul style="list-style-type: none"> • Phoneme /oo/ • Phonograms: ui, ue, ew • Activities to support Unit 35 Mastery Tasks 	<ul style="list-style-type: none"> • Review seven types of syllables • Review patterns for dividing words into syllables • Activities to support Unit 36 Mastery Tasks
Word Recognition and Spelling	<ul style="list-style-type: none"> • Unit 34 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Review contractions • Word building • Word sorting • Memory Words • Multisyllable Word Spelling Grid • Activities to support Unit 34 Mastery Tasks 	<ul style="list-style-type: none"> • Unit 35 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Review rules for adding endings • Word sorting • Homonyms • Multisyllable Word Spelling Grid • Activities to support Unit 35 Mastery Tasks 	<ul style="list-style-type: none"> • Unit 36 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Multisyllable Word Spelling Grid • Word building • Memory words • Activities to support Unit 36 Mastery Tasks
Vocabulary	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Semantic sorting • Latin prefixes, suffixes, and roots • Activities to support Unit 34 Mastery Tasks 	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Semantic sorting • Latin prefixes, suffixes, and roots • Activities to support Unit 35 Mastery Tasks 	<ul style="list-style-type: none"> • Define unit words • Multiple meanings • Vocabulary Expansion exercises • Word sorting • Latin prefixes, suffixes, and roots • Activities to support Unit 36 Mastery Tasks
Comprehension	<ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (grade level short stories, nonfiction, novel, poetry) • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: review • Story grammar/plot: review • Activities to support Unit 34 Mastery Tasks 	<ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (grade level short stories, nonfiction, novel, poetry) • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: review • Story grammar/plot: review • Activities to support Unit 35 Mastery Tasks 	<ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (grade level short stories, nonfiction, novel, poetry) • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: review • Story grammar/plot: review • Activities to support Unit 36 Mastery Tasks

Components	Unit 34 Concepts (2-3 weeks)	Unit 35 Concepts (2-3 weeks)	Unit 36 Concepts (2-3 weeks)
Writing	<p>Core Instruction (Must Do):</p> <ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Practice Masterpiece sentences Practice persuasive essays Review response to literature paragraph writing Activities to support Unit 34 Mastery Tasks <p>Extended Option (Can Do):</p> <ul style="list-style-type: none"> Introduce response to literature essay writing 	<p>Core Instruction (Must Do):</p> <ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Practice Masterpiece sentences Practice persuasive essays Practice response to literature paragraph writing Activities to support Unit 35 Mastery Tasks <p>Extended Option (Can Do):</p> <p>Reinforce response to literature essay writing</p>	<p>Core Instruction (Must Do):</p> <ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Process Paper: persuasive essay Practice Masterpiece sentences Activities to support Unit 36 Mastery Tasks Administer Post Assessment Timed Writing (Cold Write) – persuasive, suggested prompt – Best Season
Grammar	<ul style="list-style-type: none"> Review relative pronouns and clauses Review compound subjects, compound predicates, compound sentences Activities to support Unit 34 Mastery Tasks 	<ul style="list-style-type: none"> Review independent and dependent clauses Review relative clauses and pronouns Activities to support Unit 35 Mastery Tasks 	<ul style="list-style-type: none"> Review independent and dependent clauses Review relative clauses and pronouns Activities to support Unit 36 Mastery Tasks
Morphology	<ul style="list-style-type: none"> Roots: grad/gress, plor Prefixes: per-, poly-, post-, pre-, pro- Activities to support Unit 34 Mastery Tasks 	<ul style="list-style-type: none"> Roots: fer/ferra, lucere/luc/lum Prefixes: se-, sub-, suc-, suf-, super-, sur- Activities to support Unit 35 Mastery Tasks 	<ul style="list-style-type: none"> Prefixes: trans-, tri-, uni- Review Anglo-Saxon and Latin prefixes, roots, and suffixes Activities to support Unit 36 Mastery Tasks
Assessments			<p>Administer Post Year Assessments:</p> <ul style="list-style-type: none"> Summative Test F Timed Writing: Persuasive End-of-Course Exit Exam (6th Grade Content Standards)

*****Target teaching: Complete daily activities and teach skills needed for Mastery Tasks.*****

Components

Word Study.....
Word Recognition/Spelling.....
Vocabulary.....
Text Reading.....

Writing.....
English/Language Arts.....

Sample Agenda

Divide and Conquer
Word Building/ Fluency Builders
Multiple Meaning Map
J & J Readers/Independent Reading/
Shared Reading/Read Aloud
Journal
Independent and Dependent Clauses

Sample Objectives:

- Given words with short vowel phonemes and the Move It and Mark It activity, students will identify the sounds within words by correctly moving a marker where the phoneme occurs in the word (i.e., at the beginning, middle, or end).
- Given a spelling word with the short /u/ sound, students will create new words by completing a Chain It graphic organizer where students change the beginning, middle, or ending phoneme with a new phoneme, blend, or digraph.
- Given a group of words with initial blends from Unit 13, students will demonstrate ability to analyze initial blends by sorting the blends on a graphic organizer, by applying their sounds in Phonemic Awareness Drills, and by recognizing them in a decodable Fluency Builder with 80% or above accuracy.
- Given dictated multisyllable words, students will analyze the spelling of the words by accurately determining the number of syllables and dissecting the syllables on a Multisyllable Word Spelling Grid.
- Given teacher support, a graphic organizer, and the multiple meaning word “stand”, students will demonstrate comprehension of one of the meanings of stand by writing it in their own words on the Define It organizer.
- Students will demonstrate understanding of the multiple meanings of “stand” by completing task 10 with 80% or more correct.
- Given a Draw It organizer, students will demonstrate understanding of four unit 23 idioms by illustrating a visual representation of their meanings and by accurately paraphrasing the idiom.
- Given independent reading materials, students will apply strategies active readers use by correctly modeling them in their own reading and by accurately completing a reading log entry.
- Given the J&J story, students will demonstrate ability to synthesize text information by stating a plausible prediction about what the story will be about and then demonstrate ability to evaluate their prediction by using the Story Summary to orally refute or confirm their predictions.
- Given the text, *The Giver*, students will demonstrate understanding of chapter 6 by writing an accurate summary of the chapter’s main events.
- Working in pairs, students will analyze for correct language conventions by editing their expository essays.
- Given sentences with underlined words that are a noun or a verb, students will demonstrate ability to analyze the word by determining its part of speech and writing the word in the appropriate column on a Categorize It chart.

Use of Centers

Benefits:

- Centers address various learning styles and multiple intelligences.
- Centers make use of a variety of resources.
- Centers promote active participation.
- Centers allow for a variety of homogeneous and heterogeneous groupings.
- Centers allow for tiered lessons.
- Centers allow students to become independent, responsible learners.
- Class time progresses quickly and student remain on task.
- Small group instruction provides more attention to each student.

Teachers need time to learn the curriculum and time to master the Language! material before attempting centers.

Suggested Centers:	Suggested Activities:
<i>Whole Class Instruction</i>	<ul style="list-style-type: none"> • Direct instruction and guided practice • Introduce new concepts • Review concepts • Phonemic concepts • Phonemic Awareness Drills • Phoneme/Grapheme Correspondence (phonics) • Independent Reading • Read Aloud/Shared Reading • Mastery Tasks
<i>Teacher Center</i>	<ul style="list-style-type: none"> • Small group instruction and guided practice • Introduce new concepts • Review concepts • Word recognition and spelling (i.e., fluency builders) • Vocabulary (i.e., idioms) • J&J Reader fluency activities • Masterpiece sentence process • Writing process • Grammar • Reteach Mastery Tasks if needed
<i>Reading Center</i>	<ul style="list-style-type: none"> • Reinforcement of concepts • Guided/Independent practice • L! templates/activities for word recognition and spelling, vocabulary, and text reading (J&J Language Expansion Questions) • Retelling, summarizing, paraphrasing, active comprehension strategies
<i>Writing Center</i>	<ul style="list-style-type: none"> • Reinforcement of concepts • Guided/Independent practice • L! templates for writing and grammar • Journal Writing • Composition assignments • Masterpiece sentences • Revising and editing

METHODS:

Lesson Design & 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>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Independent Practice Closure</p>
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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: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Pair/Share	• Restate in Journals / Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Clapping
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Echo	• Give One, Get One	• Folded Paper	• Point to Examples
• Visualize	• Role Play	• Ticket Out of Class	• Dramatize
• Share	• Clock Appts.	• Illustrate	• Thumbs up/down
• Tell a neighbor	• Cooperative Discussion Groups (i.e. Talking Chips, Carousel Activity, Gallery Walks)		

Baldrige Quality Tools

- Affinity diagram
- Plus/Delta
- Flow Chart
- Consensogram
- Matrix/Diagram
- Scatter Diagram

Literacy and Differentiation Strategies

Learning styles and learning challenges of your students may be addressed by implementing combinations of the following:

<u>Reading Strategies in Language Arts</u>	<u>Strategies for English Learners</u>	<u>Strategies for Struggling Learners</u>
<ul style="list-style-type: none"> ▪ Learning Logs ▪ Vocabulary (direct and indirect learning) ▪ Into, Through, and Beyond Activities ▪ Text Structures ▪ Reciprocal Teaching ▪ Nonfiction Text ▪ Functional Text ▪ Anticipation Guide ▪ Close Reading ▪ Literature Circles ▪ SSR/Independent Reading ▪ Word Wall 	<ul style="list-style-type: none"> ▪ Tapping/Building Prior Knowledge (Graphic Organizers, Schema) ▪ Grouping Strategies ▪ Multiple Intelligences ▪ Adapt the Text ▪ Interactive Learning (Manipulatives, Visuals) ▪ Acquisition Levels ▪ Language Sensitivity ▪ Lower the Affective Filter (including Processing Time) ▪ Home/School Connection (including Cultural Aspects) 	<ul style="list-style-type: none"> • Direct instruction in the areas of phonemic awareness and decoding • Read Alouds/Think Alouds • Explicit instruction on Metacognitive Strategies • Tap/Build Background Knowledge • Shared Reading • Guided Reading • Graphic Organizers • Whole Group Instruction • Flexible Grouping • Small Group Instruction • Individual Instruction • Mini-Lessons • On-going progress monitoring

MATERIALS USED IN TEACHING THE COURSE:

Basic Texts: LANGUAGE! A Literacy Intervention Curriculum; Jane Fell Greene, Ed.D; 2000; Sopris West

- J&J Readers Instructor Answer Guide
- Syllabus and Advance Organizer
- Instructor’s Manual Level 2 (green)
- Instructional Resource Guide for Teachers
- Student Mastery Books Level 2 (Books E-F) (green)- 1 per student
- J&J Language Readers Level 2 (Book E-F) (green)- 10 per classroom
- E and F Summative Tests, Teacher Edition, Level 2
- Summative Tests, Student Edition, Level 2 (Book E) (green)- 1 per student
- Summative Tests, Student Edition, Level 2 (Book F) (green)- 1 per student

Supplemental Text:

- *Step Up to Writing* by Maureen E. Auman

Recommended Reinforcement Materials:

- J&J Vocabulary Cards, Level 2
- Sort It!
- LANGUAGE! Categories
- LANGUAGE! Roots
- Morphemes for Meaning
- *Visualizing and Verbalizing for Language Comprehension and Thinking* by Nanci Bell of Lindamood-Bell Learning Processes

FOR READ ALOUD/SHARED READING:

- Jamestown Education books: *Five-Star Stories, The Contemporary Reader, ENGLISH, YES!*
- McDougal Little books: *Bridges to Literature, InterActive Reader, The Language of Literature*

Suggested Read Alouds and Shared Reading:

- ✓ Read Alouds and Shared Reading are essential components in text reading.
- ✓ During shared reading, each child has a copy of the novel/text and follows along as the teacher is reading aloud
- ✓ The **bolded** titles represent the common novel for the grade level. The common novel should be read by all students (at that grade level).
- ✓ Read Alouds and Shared Reading should include selections from McDougal Littell books: *Language of Literature, Bridges to Literature, and InterActive Reader.*
- ✓ Read Alouds and Shared Reading should include one additional title per year, in addition to the required novel.
- ✓ If classes are mixed grade levels, choose the title based on the largest number of students at a grade level in the class.
- ✓ Read Alouds and Shared Reading can support *Step up to Writing strategies* development, and text structure.
- ✓ Other text that can be used are picture books, short stories, and non-fiction selections.
- ✓ During Read Alouds and Shared Reading, teachers model metacognitive strategies: predicting, questioning, clarifying, making connections, visualizing, monitoring, summarizing, and fluency.
- ✓ For additional support refer to Comprehension Instruction Teacher's Guide – Kindergarten-Grade 5. 2000. Long Beach Unified School District.

Read Alouds and Shared Reading selections should be grade level text.

Grade 6 Literature

Paulsen, Gary; <i>Hatchet</i>	Buchanan Smith, Doris; <i>A Taste of Blackberries</i>
Climo, Shirley; <i>Atalanta's Race: A Greek Myth</i>	Dyer Vuong, Lynette; <i>The Brocaded Slipper and Other Vietnamese Tales</i>
Hamilton, Virginia; <i>M.C. Higgins the Great</i>	Jarvis McGraw, Eloise; <i>The Golden Goblet</i>
Lewis, C.S.; <i>The Lion, the Witch, and the Wardrobe</i>	MacLachlan, Patricia; <i>Journey</i>
Nichol, Barbara; <i>Beethoven Lives Upstairs</i>	Paterson, Katherine; <i>The Great Gilly Hopkins</i>
Paulsen Gary; <i>Canyons</i>	Rawls, Wilson; <i>Where the Red Fern Grows</i>
Stanley, Diane; <i>The Gentleman and the Kitchen Maid</i>	Burnett, Frances Hodgson; <i>The Secret Garden</i>

Grade 7 Literature

Lowry, Lois; <i>The Giver</i>	Alexander, Lloyd; <i>The Fortune-Tellers</i>
Fisher Staples, Suzanne; <i>Shabanu: Daughter of the Wind</i>	Fleischman, Sid; <i>The Whipping Boy</i>
Jackson, A.E.; <i>Ali Baba and the Forty Thieves</i>	L'Engle, Madeleine; <i>A Wrinkle in Time</i>
Masefield, John; <i>St. George and the Dragon</i>	Paterson, Katherine; <i>Bridge to Terabithia</i>
Paterson, Katherine; <i>The Sign of the Chrysanthemum</i>	Soto, Gary; <i>Pacific Crossing</i>
Taylor, Mildred; <i>The Friendship and the Gold Cadillac</i>	Yep, Lawrence; <i>Child of the Owl</i>

Grade 8 Literature

Taylor, Mildred; <i>Roll of Thunder, Hear My Cry</i>	Byars, Betsy; <i>The Summer of the Swans</i>
Crew, Linda; <i>Children of the River</i>	Forbes, Esher; <i>Johnny Tremain</i>
Frank, Anne; <i>Diary of Anne Frank</i>	Green, Bette; <i>Summer of My German Soldier</i>
Hunt, Irene; <i>Across Five Aprils</i>	Myers, Walter Dean; <i>Somewhere in the Darkness</i>
Newton Peck, Robert; <i>A Day No Pigs Would Die</i>	Richter, Conrad; <i>Light in the Forest</i>
Voight, Cynthia; <i>Dacey's Song</i>	Waakatsuki Houston, Jeanne and Houston, James D.; <i>Farewell to Manzanar</i>
Yep, Laurence; <i>Dragonwings</i>	Zindel, Paul; <i>The Pigman</i>

Comprehension Strategies Prompts:

Predicting

- What do I already know that will help me predict?
- What are the clues in the text that will help me predict?
- Why/how was my prediction confirmed?
- What clues helped me to predict correctly?
- Why/how was my prediction *not* confirmed?
- What clues did I miss that would have helped me make a better prediction?

Questioning

- Why did the action happen this way?
- What else is there to know about this action in the story?
- What question can I ask to check if I've understood this...?
- What questions did I ask while reading that I can answer now?
- What question do I think the author will answer as I read this selection?

Clarifying

- Use context clues to figure out meanings:
 - I reread the sentence. I look for ideas and words that offer meaning clues.
 - I read two or three sentences that came before the one that stumped me to find meaning clues.
 - I read two or three sentences that came after the one that stumped me to find meaning clues.
 - I look for the base or root word and think of its meaning.
 - Have I seen or heard that word in another situation or book? What do I recall?
 - I think of the plot at this point and see if that offers some meaning clues.

Making Connections

- What story or memory does this remind me of?
- What other stories have I read like this story?
- What does this story remind me of in my own life or my own experiences?
- How do the actions in this story connect with other stories that I have read?
- How does this story connect to what is going on in the world around me?

Visualizing*

- Can I picture in my mind what is described in the text?
- Would a drawing help me understand the text?
- What did I see when I read the text?
- How did the author help me to grasp the facts?

*See Visualizing and Verbalizing Strategies for additional information.

Monitoring

- As I read/reread, does it sound right?
- As I read/reread, does it look right?
- As I read/reread, does it make sense?
- As I reread, I remember more.

Summarizing/Synthesizing

- Do the actions in the story make sense?
- What is this story about? What are the “big ideas” the author wants me to understand?

- What is the main idea...?
- Can I put what I just read into my own words? ... is anything unclear?
- Are there any words or sentences I don't understand? How can I figure this out?
- In my summary...have I said something more than once? ... can I delete anything? ...did I include anything not important?

Fluency

- Listen to me read, then you reread the phrase in the same way.
- Pause at commas and end-of-sentence punctuation.
- I read in chunks or groups of words.
- I reread the sentence a bit faster.
- I let the punctuation guide my expression.
- Can I make those words sound the way the character feels?

Excerpts from Laura Robb's Teaching Reading in Middle School

Activities that Promote Fluency:

- Repeated Reading: Repeated reading helps students increase their speed, comprehension and fluency (text must be adequately short and at appropriate independent reading level). Repeated reading can be a paired reading activity after a text has been read through once with the teacher modeling fluency. Partners can take turns doing repeated reading with intonation and expression for the express purpose of building fluency. Text used for this activity must be at the reader's independent reading level (IRL). (Strategic Teaching and Learning, p. 168-169).
- Paired Reading: A parent, a volunteer, a tutor, or a more accomplished student reader reads along with a student who is a word-by-word reader from a book of the student's choosing. The helper adjusts his/her oral participation according to the difficulty that the student experiences, offering just enough support to maintain a fluent, oral reading. (Strategic Teaching and Learning, p. 164-165).
- Choral Reading: In choral reading, all students in a group read aloud together. Usually the teacher leads the choral reading activity after the teacher has already read the text with students following along or after the students have read the piece silently. The choral reading activity does not require reading a whole story read aloud; rather, just segments are practiced. Different segments may be chosen for different purposes, i.e. understanding of plot, development of character, etc. (What Really Matters, p. 78)
- Teaching Models Initial Pages: When the teacher begins the fluent reading of a text with students following along in their own texts, students will usually read the remainder of the text with greater fluency and fewer misread words. Teacher should read the first two or three pages aloud, pronouncing unique words and names for the students before the rest of the reading to them. (What Really Matters, p. 78)
- Echo Reading: In echo reading, the teacher reads a paragraph aloud and then has the students chorally reread that segment. The teacher provides the fluent model, reading in phrases and with appropriate intonation, introducing new words and giving the reader a sense of the story as well as a fluent model to follow. (What Really Matters, p. 79)
- Easy Reading/Cross Age Reading: The reading of easy books (children's books, alphabet books, Dr. Seuss, poetry, etc.) having pattern, rhythm and repetition can help build fluency among older readers. Students can practice repeated re readings with expression with the ultimate goal of either reading the book in person to a younger student or creating an audiotape to be shared with a younger friend. (Strategic Teaching and Learning, p. 162-163).

- Fluency-Oriented Reading Instruction:
 1. Whole class reads short story (IRL) with an emphasis on comprehension.
 2. Story is discussed using a story map or other graphic organizer to aid comprehension.
 3. A segment of the story is then “echo read” with whole group or small groups of students.
 4. Next, same segment is reread with a partner in pairs.
 5. Finally, as a home reading assignment, the students reread the piece again with expression to another adult. The goal is 4-5 re readings to develop fluency. The final reading can be tape-recorded and the student can hear him/herself reading with expression. (What Really Matters, p. 79)

- Sight Word Study: Students are assessed on list of high frequency words and they begin to study, pronounce, read in context, sort, and “own” a greater number of common sight words. (Strategic Teaching and Learning, p. 170-171).

- Reading Quickly Under Pressure: Students must often read quickly during timed reading assessments. This is a daunting task for most readers, but an especially difficult one for struggling readers. Practicing with texts that are at or just slightly above student’s IRL, they can be taught the following PREREADING strategies:
 - Skimming: Skimming is the process of reading quickly to identify the main idea of, or get an overview of, a work of a passage. It involves reading the title, the heading, the words in special type, and the first sentence of each paragraph, as well as any charts, graphs, and time lines that accompany the writing. Skimming is especially useful when first encountering an unfamiliar piece of functional text. Skimming is not a substitute for in depth reading, which allows readers to make inferences and pick up subtleties inherent in author’s word choice, tone, style, etc.
 - Scanning: Scanning is the process of searching through for a particular fact or piece of information. When you scan, your eyes sweep across a page, looking for key words that may lead you to the information you want. Scanning can be used effectively when readers skim test questions first and then scan for key words that will help them quickly answer those questions. Like skimming, scanning is not a substitute for in depth reading.
 - Timed Reading: Students can chart their own progress in reading quickly under pressure if given repeated opportunities to read leveled texts collected expressly for this purpose.

Visualizing and Verbalizing (VV) Language Comprehension:

- The inability to visualize is called **weak concept imagery**. Most students can visualize but have never been told or taught to do it. Other students have great difficulty or cannot make an image of what they have heard or read. This weakness causes individuals to get only “parts” of the whole picture, such as few facts and not usually the most important facts. An example of weak concept imagery is students who do not follow oral directions well.
- The **basic concept of VV strategies** is to first develop student’s ability to visualize the concepts and content of verbal and written communication and to move students to main idea and other higher order thinking skills and inference skills. To develop visualization, students start working with pictures to verbalize the concepts and content of the pictures and move to single words, phrases, sentences, multiple sentences, paragraphs, pages, and chapters. These strategies are excellent to use with masterpiece sentences, grammar, and read aloud activities.
- **Overview of Steps:**
 - Climate (Anticipatory Set)
 - Picture to Picture – Verbalize from a given picture to confirm that students have enough oral language and can discern the most important parts of a picture.
 - Word Imaging – Group or personal image from a known noun. The goal is to visualize and verbalize from a generated image.
 - Sentence Visualizing and Verbalizing – Generate a group or personal image for a single sentence.
 - Sentence by Sentence Imaging – Begin gestalt processing or processing of the whole. From a paragraph, VV each sentence individually.
 - Sentence by Sentence with HOTS (Higher Order Thinking Skills) – Begin critical thinking (inference questions) from the developed whole.
 - Multiple Sentence with HOTS – Read several sentences (2-3) at a time to extend language/text input.
 - Whole paragraph with HOTS – Can begin introducing text from content sources.
 - Paragraph by Paragraph with HOTS –From selections with multiple paragraphs, read one paragraph, VV it, and read the next paragraph.
 - Whole Page with HOTS
- **Necessary vocabulary – VV Structure Words:** The VV Structure Words provide a guide for including details in visualizing and verbalizing. The words are divided into two categories: gross and fine. The meaning of the words may be introduced during the Picture to Picture step one or two at a time or all at once. The words are:

Gross:	what	size	color	number	shape	where
Fine:	movement	mood	background	perspective	when	sound

EVALUATION: Student achievement in this course will be measured using multiple assessment tools.

	<u>Diagnosis</u> Pre-Assessment Data	<u>Monitor</u> Mid-Year Assessment Data	<u>Evaluate</u> Post Year Assessment
LANGUAGE! A Literacy Intervention Curriculum	<ul style="list-style-type: none"> ◆ LOL Placement test ◆ Encoding tests ◆ Decoding tests ◆ Grammar tests 	<ul style="list-style-type: none"> ◆ Mastery Tasks ◆ Fluency Builders ◆ Student Notebooks ◆ Journal Writing/Activities ◆ Summative Test E 	<ul style="list-style-type: none"> ◆ Mastery Tasks ◆ Summative Test F ◆ End-of-Course-Exit Exam (6th Grade Content Standards)*
Step Up to Writing Assessments <u>(District Developed Assessments)</u>	<ul style="list-style-type: none"> ◆ Timed Writing (Cold Write) Genre: Persuasive Prompt: Favorite Fast Food Restaurant	<ul style="list-style-type: none"> ◆ Timed Writing (Cold Write) Genre: Persuasive Prompt: Better Pet or The Perfect Vacation	<ul style="list-style-type: none"> ◆ Timed Writing (Cold Write) Genre: Persuasive Prompt: Best Season

***Grading Criteria for Language! Exit Exam
(English/Language Arts End of Course Exam – Grade 6)**

Advanced Proficient	100-90%	Exit Language! Program
Proficient	89-70%	Exit Language! Program
Basic	69-60%	Look at other data before exiting the program (i.e., CST, grades, teacher recommendations)
Below Basic	59-30%	Recommended to stay in the Language! program (look at other data to justify placement decision)
Far Below Basic	29-0%	Recommended to stay in the Language! program (look at other data to justify placement decision)

Input data into LROIX:

Pre-Assessment Data	Mid-Year Assessment Data Due dates:	Post Year Assessment Data
<ul style="list-style-type: none"> • Encoding • Grammar • Decoding • Persuasive Timed Writing (Cold Write) 	<ul style="list-style-type: none"> • Summative Test E • Persuasive Timed Writing (Cold Write) 	<ul style="list-style-type: none"> • Summative Test F • Persuasive Timed Writing (Cold Write)

Assessment Administration Timelines

Advanced Language!

School Calendar	Assessment	Due Date	Two Week Window*
Traditional/Modified	Pre-Assessments: <ul style="list-style-type: none"> ● Encoding ● Grammar ● Decoding ● Persuasive Timed Writing (Cold Write) 	9/25	9/25-10/9
Traditional/Modified	Mid-Year Assessments: <ul style="list-style-type: none"> ● Summative Test E ● Persuasive Timed Writing (Cold Write) 	1/22	1/22-2/5
Traditional/Modified	Post Year Assessments: <ul style="list-style-type: none"> ● Summative Test F ● Persuasive Timed Writing (Cold Write) 	5/28	5/28-6/11

School Calendar	Assessment	Due Date	Two Week Window*
Track B	Pre-Assessments: <ul style="list-style-type: none"> ● Encoding ● Grammar ● Decoding ● Persuasive Timed Writing (Cold Write) 	9/25	9/25-10/9
Track B	Mid-Year Assessments: <ul style="list-style-type: none"> ● Summative Test E ● Persuasive Timed Writing (Cold Write) 	2/5	2/5-2/19
Track B	Post Year Assessments: <ul style="list-style-type: none"> ● Summative Test F ● Persuasive Timed Writing (Cold Write) 	7/8	7/8-7/22

* Data must be recorded into LROIX during this two-week window.

Grading Policy:

A common grading policy ensures consistency between schools and classrooms across the district

GRADING SCALE			
Letter grade	Percentage		Four Point Rubric score
Advanced Proficient	A	100-90%	Advanced Proficient 4
Proficient	B	89-80%	Proficient 3
	C	79-70%	
Basic	D	69-60%	Partially Proficient 2
Below Basic	F	59-30%	Non or Limited Proficient 1
Far Below Basic		29-0%	

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

1. Students Mastery Books/LANGUAGE! Mastery Tasks

- Sequential, cumulative mastery books assess a student’s mastery of unit concepts and content.
- Each assessment consists of tasks for mastery in broad areas such as: reading, spelling, writing, and English/language arts.
- Mastery tasks are on-going assessments that are administered to students throughout the instructional process in each unit.
- The assessments are designed to drive instruction and assess for mastery of each unit.
- Each task should be mastered by earning 80% or better. If students do not demonstrate proficiency on a task, they should have an opportunity to retake the task after re-teaching.

2. LANGUAGE! Summative Tests

- Summative Tests assess the ability to use discrete skills to read and answer questions that require application and integration of skills.
- The Summative Tests will be used as the mid-term and final exams.
- The Summative Tests have three parts:
 - Required: Multiple Choice (recorded in LROIX)
 - Optional: Oral Fluency Reading
 - Deleting: Composition Assignment (at end of each book)
 This part is replaced with timed writing assessments which is aligned with Step Up to Writing.

3. Journal Writing/Activities

Students respond daily to journal activities that align with the unit of study as well as journal writing that promotes fluency, grammar, and vocabulary.

4. Summary Writing

Students write summaries from J&J Reader, read aloud/shared reading, and/or independent reading materials.

5. Process Papers

Students complete two process papers during the school year.

6. Fluency Builders

Fluency Builders are built-in practice pages and assessments of automatic recognition of specific words and patterns based on onset, rime, syllable, or morphological changes.

7. Mid-Term Exam

Summative Test – Book E

8. Final

Summative Test – Book F

9. Other Assessments

- SSR/Independent reading
- Home reading and completion of logs
- Homework – reinforcement activities
- Daily attendance
- Class participation (active participation)
- Student/Teacher conferences
- Quality and quantity of work completed
- Self-evaluations
- Changing student's attitude toward reading as reflected in additional surveys
- Into, through and beyond activities related to read alouds/shared reading
- Culminating projects/tasks related to read alouds/shared reading

RECOMMENDED PROFESSIONAL READING FOR TEACHERS:

It's Never Too Late; Janet Allen

On the Same Page, Janet Allen

Words, Words, Words; Janet Allen

Yellow Brick Roads; Janet Allen

Words Their Way; Donald R. Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston

When Kids Can't Read: What Teachers Can Do; Kylene Beers

Reading Reminders: Tools, Tips, and Techniques; Jim Burke

Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades Four Through Twelve; California Department of Education

6+1 Traits of Writing: The Complete Guide; Ruth Culham

Reading Reasons, Motivating Mini-Lessons for Middle and High School; Kelly Gallagher

Strategies that Work; Stephanie Harvey and Anne Goudvis

Tools for Teaching; Fred Jones

Improving Reading: A Handbook of Strategies; Jerry Johns & Susan Davis Lenski

Mosaic of Thought; Ellen Keene and Susan Zimmerman

Reading & Learning Strategies for Middle & High School Students; Susan Davis Lenski,

Mary Ann Whan, and Jerry L. Johns

A Framework for Understanding Poverty; Ruby K. Payne

The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program; Janice Pilgreen

Teaching Reading in Middle School; Laura Robb

Sound It Out! Phonics in a Balanced Reading Program; John Savage

Reading for Understanding; Ruth Schoenbach

I Read It, But I Don't Get It; Cris Tovani

The Read-Aloud Handbook; Jim Trelease

Submitted by: Ronnie Evans

School/Office: OCIPD

Original Date: 3/04

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