



MIDDLE SCHOOL COURSE OUTLINE

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| Course Code | 1671 | Department | English/Language Arts | | |
| Course Title | Beginning LANGUAGE! CD | | | | |
| Short Title | Beg LANG! CD | Grade Level | 6-8 | Credits/Semester | 5 |
| Course Length | 1 Year | Required | Yes | Elective | |
| Prerequisites | <p>This is a two period course taught by two teachers. Communication and careful planning is critical. Teachers must work in partnership to ensure that the full continuum of the program will be taught each day.</p> <p>Students have been diagnosed at the intensive intervention level and are working on below grade level content standards.</p> | | | | |

COURSE DESCRIPTION:

Beginning LANGUAGE! is a language arts course designed for middle school students who have difficulties in phonemic awareness, single word decoding, spelling, writing and literal comprehension, that usually reflect insufficient phonological processing. This course uses LANGUAGE!, a sequential, balanced literacy program emphasizing developmental reading instruction. Its emphasis is on building the foundations of phonemic awareness, vocabulary development, comprehension, text reading, word recognition, and writing, while reading texts with readability levels of Primer-2.5. 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 1-12 of Level 1 will begin the course of study at Level 1 Unit 1.

Initially, middle school students may be placed into Beginning LANGUAGE! as recommended based on CST scores, reading benchmarks, one or more of the LANGUAGE! assessments and teacher observation. Placement into Beginning LANGUAGE! is determined by administration of the LANGUAGE! encoding and decoding assessments. If the student scores within Units 1-12 on either of the LANGUAGE! subtests, he/she is recommended for Beginning 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

| Content Standards Addressed in Book A – 1st Semester | | | | | | |
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| 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development | Language! Units | | | | | |
| Phonemic Awareness | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Grade 1: 1.4 Distinguish initial, medial, and final sounds in single-syllable words. | X | X | X | X | X | X |
| Grade 1: 1.5 Distinguish short-vowel sounds (/a/, /i/) in orally stated single-syllable words. | X | X | X | X | X | X |
| Grade 1: 1.6 Create and state a series of rhyming words. | X | X | X | X | X | X |
| Grade 1: 1.7 Add, delete, or change target sounds to change words (e.g., change sack to pack; rig to ig). | X | X | X | X | X | X |
| Grade 1: 1.8 Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat; /f/a/t/ = fat). | X | X | X | X | X | X |
| Grade 1: 1.9 Segment single syllable words into their components (e.g., wig = /w/i/g/; tack = /t/a/k/). | X | X | X | X | X | X |
| Decoding and Word Recognition | | | | | | |
| Grade 1: 1.10 Generate the sounds from the letters t, s, m, b, c, f, r, h, j, n, p, l, g, d, v, w, k and letter patterns (ck) and blend those sounds into recognizable words. | X | X | X | X | X | X |
| Grade 1: 1.11 Read common, irregular sight words (e.g., a, the, have, said, of). | X | X | X | X | X | X |
| Grade 1: 1.14 Read inflectional forms (e.g., -s) and root words (e.g., pack, packs). | | | | | | X |
| Grade 1: 1.15 Read common word families (e.g., am, it, ack, ick). | X | X | X | X | X | X |

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| Grade 2: 1.5 Identify and correctly use regular plurals (e.g., -s). | | | | | | X |
| Grade 1: 1.16 Read aloud with fluency in a manner that sounds like natural speech. | X | X | X | | | |
| Grade 2: 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. | | | | X | X | X |
| Vocabulary and Concept Development | | | | | | |
| Grade 1: 1.17 Classify grade-appropriate categories of words. | X | X | X | X | X | X |
| Grade 2: 1.10 Identify simple multiple-meaning words. | X | X | X | X | | |
| Grade 3: 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., cat/mammal/animal/living things). | X | X | X | X | X | X |
| 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: 1.2 Apply knowledge of idioms to determine the meaning of words and phrases. | | | | | X | X |
| Grade 4: 1.5 Use a thesaurus to determine related words and concepts. | X | X | X | X | X | X |
| 2.0 Reading Comprehension | Language! Units | | | | | |
| Structural Features of Information Materials | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| 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. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Grade 5: 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Comprehension and Analysis of Grade-Level-Appropriate Text | | | | | | |
| Grade 1: 2.2 Respond to who, what, when, where, and how questions. | | | X | X | X | X |
| Grade 1: 2.4 Use context to resolve ambiguities about word and sentence meanings. | | | X | X | X | X |

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| Grade 1: 2.5 Confirm predictions about what will happen next in a text by identifying key words. | X | X | X | X | X | X |
| Grade 1: 2.6 Relate prior knowledge to textual information. | X | X | X | X | X | X |
| Grade 1: 2.7 Retell the central ideas of simple expository or narrative passages. | X | X | X | X | X | X |
| Grade 2: 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. <i>(Step Up to Writing)</i> | | | X | X | X | X |
| Grade 2: 2.5 Restate facts and details in the text to clarify and organize ideas. <i>(Step Up to Writing)</i> | | | X | X | X | X |
| Grade 2: 2.6 Recognize cause-and-effect relationships in a text. <i>(Step Up to Writing)</i> | | | | | | X |
| Grade 3: 2.5 Distinguish the main idea and supporting details in expository text. <i>(Step Up to Writing)</i> | | | | | | X |
| Grade 3: 2.6 Extract appropriate and significant information from the text, including problems and solutions. <i>(Step Up to Writing)</i> | | | | | | X |
| Grade 4: 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). | X | X | X | X | X | X |
| 3.0 Literary Response and Analysis | Language! Units | | | | | |
| Structural Features of Literature | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Grade 3: 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). <i>(Read Aloud/Shared Reading)</i> | X | X | X | X | X | X |
| Narrative Analysis of Grade-Level-Appropriate Text | | | | | | |
| Grade 1: 3.1 Identify and describe the elements of plot, setting and character(s) in a story, as well as the story's beginning, middle, and ending. | | | X | X | X | X |
| Grade 2: 3.1 Compare and contrast plots, settings, and characters presented by different authors. <i>(Read Aloud/Shared Reading)</i> | | | | | X | X |
| Grade 2: 3.2 Generate alternative endings to plots and identify the reasons for, and the impact of, the alternative. <i>(Read Aloud/Shared Reading)</i> | | | X | X | X | X |

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| Grade 2: 3.3 Compare and contrast different versions of the same stories that reflect different cultures. (Read Aloud/Shared Reading) | | | | | X | X |
| Grade 2: 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry. (Read Aloud/Shared Reading) | | | | | X | X |
| 1.0 Writing Strategies | Language! Units | | | | | |
| Organization and Focus | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Grade 2: 1.1 Group related ideas and maintain a consistent focus. | X | X | X | X | | |
| Grade 3: 1.1 Create a single paragraph: a. Develop topic sentence. b. Include simple supporting facts and details. (<i>Step Up to Writing</i> = expository paragraph) | | | X | X | X | X |
| Penmanship | | | | | | |
| Grade 1: 1.3 Print legibly and space letters, words, and sentences appropriately. | X | X | X | X | X | X |
| Grade 2: 1.2 Create readable documents with legible handwriting. | X | X | X | X | X | X |
| Research | | | | | | |
| Grade 3: 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus). | X | X | X | X | X | X |
| Evaluation and Revision | | | | | | |
| Grade 3: 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. (<i>Step Up to Writing</i>) | | | X | X | X | X |
| 2.0 Writing Applications (Genres and Their Characteristics) | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Grade 3: 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences. (<i>Step Up to Writing</i>) | | | X | X | X | X |
| 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 |
| 1.0 Written and Oral English Language Conventions | Language! Units | | | | | |
| Sentence Structure | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
| Grade 2: 1.1 Distinguish between complete and incomplete sentences. | | X | X | X | X | X |

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| Grade 2: 1.2 Recognize and use the correct word order in written sentences. | | X | X | X | X | X |
| Grade 3: 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. | | X | X | X | X | X |
| Grade 4: 1.1 Use simple and compound sentences in writing and speaking. (Masterpiece Sentences) | | | | X | X | X |
| Grade 5: 1.1 Identify and correctly use prepositional phrases and independent and dependent clauses; use transitions and conjunctions to connect ideas. (Masterpiece Sentences and <i>Step Up to Writing</i>) | | | | X | X | X |
| Grammar | | | | | | |
| Grade 1: 1.2 Identify and correctly use nouns. | X | X | X | X | X | |
| Grade 1: 1.2 Identify and correctly use singular and plural nouns. | | | | | | X |
| Grade 2: 1.3 Identify and correctly use various parts of speech, including nouns, in writing and speaking. | X | X | X | X | X | X |
| Grade 3: 1.4 Identify and use subjects correctly in speaking and writing simple sentences. | | | | | X | X |
| Punctuation | | | | | | |
| Grade 1: 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. | | X | X | X | X | X |
| Grade 1: 1.5 Use a period, exclamation point, or question mark at the end of sentences. | | X | X | X | X | X |
| Grade 1: 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. | | X | X | X | X | X |
| 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 |
| Capitalization | | | | | | |
| Grade 1: 1.7 Capitalize the first word of a sentence, names of people, and the pronoun I. | X | X | X | X | X | X |
| Spelling | | | | | | |
| Grade 1: 1.8 Spell three-four-letter short-vowel words and grade-level-appropriate sight words correctly. | X | X | X | X | X | X |
| Grade 2: 1.7 Spell frequently used, irregular words correctly (e.g., the, have, said, of). | X | X | X | X | X | X |

| Content Standards Addressed in Book B – 2nd Semester | | | | | | |
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| 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development | Language! Units | | | | | |
| Phonemic Awareness | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Grade 1: 1.4 Distinguish initial, medial, and final sounds in single-syllable words. | X | X | X | X | X | X |
| Grade 1: 1.5 Distinguish short-vowel sounds (/a/, /i/, /o/, /e/) in orally stated single-syllable words. | X | X | X | X | X | X |
| Grade 1: 1.6 Create and state a series of rhyming words. | X | X | X | X | X | X |
| Grade 1: 1.7 Add, delete, or change target sounds to change words (e.g., change pot to lot; chin to in). | X | X | X | X | X | X |
| Grade 1: 1.8 Blend two to four phonemes into recognizable words (e.g., /sh/o/t/= shot; /wh/i/ch/= which). | X | X | X | X | X | X |
| Grade 1: 1.9 Segment single syllable words into their components (e.g., whip = /wh/i/p/; shop = /sh/o/p). | X | X | X | X | X | X |
| Decoding and Word Recognition | | | | | | |
| Grade 1: 1.10 Generate the sounds from the letters x,y,z, and letter patterns (qu, ff, ll, ss, zz, ng ,nk, and consonant digraphs wh, ch, th, sh) and blend those sounds into recognizable words. | X | X | X | X | X | X |
| Grade 1: 1.11 Read common, irregular sight words (e.g., was, you, what, are, put, could, should, would). | X | X | X | X | X | X |
| Grade 1: 1.14 Read inflectional forms (e.g., -es, -ed, -ing) and root words (e.g., shop, shopping). | X | X | X | X | X | X |
| Grade 1: 1.15 Read common word families (e.g., -ang, ing, ong, onk, ink, ank). | X | X | X | X | X | X |
| Grade 2: 1.5 Identify and correctly use regular plurals (e.g., -s, -es). | X | X | X | X | X | X |
| Grade 2: 1.6 Read aloud fluently and accurately and with appropriate intonation and expression | X | X | X | X | X | X |
| Vocabulary and Concept Development | | | | | | |
| Grade 1: 1.17 Classify grade-appropriate categories of words. | X | X | X | X | X | X |
| Grade 2: 1.10 Identify simple multiple-meaning words. | X | X | X | X | X | X |

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| Grade 3: 1.4 Use knowledge of antonyms, synonyms, homophones to determine the meanings of words. | X | X | X | X | X | X |
| Grade 3: 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., cat/mammal/animal/living things). | X | X | X | X | X | X |
| 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: 1.2 Apply knowledge of idioms to determine the meaning of words and phrases. | 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 |

| 2.0 Reading Comprehension | Language! Units | | | | | |
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| | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Structural Features of Information Materials | | | | | | |
| 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. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Grade 5: 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Grade 5: 2.2 Analyze text that is organized in sequential or chronological order. | X | X | X | X | X | X |
| Comprehension and Analysis of Grade-Level-Appropriate Text | | | | | | |
| Grade 1: 2.2 Respond to who, what, when, where, and how questions. | X | X | X | X | X | X |
| Grade 1: 2.4 Use context to resolve ambiguities about word and sentence meanings. | X | X | X | X | X | X |
| Grade 1: 2.5 Confirm predictions about what will happen next in a text by identifying key words. | X | X | X | X | X | X |
| Grade 1: 2.7 Retell the central ideas of simple expository or narrative passages. | X | X | X | X | X | X |
| Grade 2: 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |

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| Grade 2: 2.5 Restate facts and details in the text to clarify and organize ideas. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Grade 2: 2.6 Recognize cause-and-effect relationships in a text. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Grade 3: 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in and inferred from the text. | X | X | X | X | X | X |
| Grade 3: 2.3 Demonstrate comprehension by identifying answers in the text. | X | X | X | X | X | X |
| Grade 3: 2.5 Distinguish the main idea and supporting details in expository text. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Grade 3: 2.6 Extract appropriate and significant information from the text, including problems and solutions. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| Grade 4: 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). | X | X | X | X | X | X |
| Grade 6: 2.4 Clarify an understanding of texts by creating outlines, logical notes, and summaries. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |

| 3.0 Literary Response and Analysis | Language! Units | | | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------------|---------------|----------------|----------------|----------------|
| Structural Features of Literature | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Grade 3: 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). <i>(Read Aloud/Shared Reading)</i> | X | X | X | X | X | X |
| Narrative Analysis of Grade-Level-Appropriate Text | | | | | | |
| Grade 1: 3.1 Identify and describe the elements of plot, setting and character(s) in a story, as well as the story's beginning, middle, and ending. | X | X | X | X | X | X |
| Grade 2: 3.1 Compare and contrast plots, settings, and characters presented by different authors. <i>(Read Aloud/Shared Reading)</i> | X | X | X | X | X | X |
| Grade 2: 3.2 Generate alternative endings to plots and identify the reasons for, and the impact of, the alternative. <i>(Read Aloud/Shared Reading)</i> | X | X | X | X | X | X |

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| Grade 2: 3.3 Compare and contrast different versions of the same stories that reflect different cultures. (Read Aloud/Shared Reading) | X | X | X | X | X | X |
| Grade 2: 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry. (Read Aloud/Shared Reading) | X | X | X | X | X | X |
| Grade 3: 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. (Read Aloud/Shared Reading) | | | | X | X | X |
| Grade 3: 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. | | | | X | X | X |
| Grade 3: 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. (Read Aloud/Shared Reading) | | | | X | X | X |
| Grade 3: 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection. (Read Aloud/Shared Reading) | | | | X | X | X |
| Grade 3: 3.6 Identify the speaker or narrator in a selection. | | | | X | X | X |

| 1.0 Writing Strategies | Language! Units | | | | | |
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| | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Organization and Focus | | | | | | |
| Grade 2: 1.1 Group related ideas and maintain a consistent focus. | X | X | X | X | X | X |
| Grade 3: 1.1 Create a single paragraph: c. Develop topic sentence. d. Include simple supporting facts and details. (<i>Step Up to Writing</i> = expository paragraph) | 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 |
| Research | | | | | | |
| Grade 3: 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus). | X | X | X | X | X | X |

| Evaluation and Revision | | | | | | |
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| Grade 3: 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric. <i>(Step Up to Writing)</i> | X | X | X | X | X | X |
| 2.0 Writing Applications (Genres and Their Characteristics) | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Grade 3: 2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. <i>(Step Up to Writing)</i> | | | | X | X | X |
| 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 |
| 1.0 Written and Oral English Language Conventions | Language! Units | | | | | |
| Sentence Structure | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Grade 2: 1.2 Recognize and use the correct word order in written sentences. | X | X | X | X | X | X |
| Grade 3: 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. | X | X | X | X | X | X |
| Grade 4: 1.1 Use simple and compound sentences in writing and speaking. (Masterpiece Sentences) | X | X | X | X | X | X |
| Grade 5: 1.1 Identify and correctly use prepositional phrases, independent and dependent clauses; use transitions and conjunctions to connect ideas. <i>(Step up to Writing and Masterpiece Sentences)</i> | X | X | X | X | X | X |
| Grammar | | | | | | |
| Grade 1: 1.2 Identify and correctly use singular and plural nouns. | X | X | X | X | X | X |
| Grade 2: 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. | X | X | X | X | X | X |
| Grade 3: 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. | X | X | X | X | X | X |

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| Grade 3: 1.4 Identify and use subjects correctly in speaking and writing simple sentences. | X | X | X | X | X | X |
| Punctuation | | | | | | |
| Grade 1: 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. | X | X | X | X | X | X |
| Grade 1: 1.5 Use a period, exclamation point, or question mark at the end of sentences. | X | X | X | X | X | X |
| Grade 1: 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing. | X | X | X | X | X | X |
| 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 apostrophes in the possessive case of nouns and in contractions. | | | | | | 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 |
| Capitalization | | | | | | |
| Grade 2: 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. | | X | X | X | X | X |
| Spelling | | | | | | |
| Grade 2: 1.7 Spell frequently used, irregular words correctly (e.g., was, you, what, put, could, should, would). | X | X | X | X | X | X |
| Grade 3: 1.8 Spell correctly one-syllable words that have orthographic patterns (e.g., qu, consonant doubling, consonant digraphs), and common homophones (e.g., sax-sacks). | 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 for AB Teachers
First Quarter – Book A (units 1-3)**

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 1 Concepts (2-3 weeks) | Unit 2 Concepts (2-3 weeks) | Unit 3 Concepts (2-3 weeks) |
| Daily Activities: phonemic awareness drills, independent reading, read aloud/shared reading, 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, expository prompt: Lunch Procedures <p>See Introduction Unit Packet for lesson ideas</p> | <p>Word Study (phonemic concepts and drills; phoneme-grapheme correspondence)</p> <p><u>AB Teacher</u></p> | <ul style="list-style-type: none"> • Consonant phonemes are closed sounds • Vowel sounds are open sounds • Vowel phoneme: short /a/ • Consonant phonemes: /b/, /f/, /k/, /m/, /t/, /s/ • Graphemes: b, c, f, m, t, s, a • Activities to support Unit 1 Mastery Tasks | <ul style="list-style-type: none"> • Every word has a vowel phoneme • Vowel phoneme: short /a/ • Consonant phonemes: /r/, /h/, /j/, /l/, /p/, /n/ • Graphemes: r, h, j, l, p, n, s, a • Activities to support Unit 2 Mastery Tasks | <ul style="list-style-type: none"> • Consonant phonemes: /d/, /g/ (hard), /v/ • Graphemes: g (hard), d, v • Activities to support Unit 3 Mastery Tasks |
| | <p>Word Recognition and Spelling</p> <p><u>AB Teacher</u></p> | <ul style="list-style-type: none"> • Unit 1 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word building and chaining • Activities to support Unit 1 Mastery Tasks | <ul style="list-style-type: none"> • Unit 2 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word building and chaining • Activities to support Unit 2 Mastery Tasks | <ul style="list-style-type: none"> • Unit 3 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word building and chaining • Activities to support Unit 3 Mastery Tasks |

| Components | Unit 1 Concepts (2-3 weeks) | Unit 2 Concepts (2-3 weeks) | Unit 3 Concepts (2-3 weeks) |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary <u>AB Teacher</u> | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Multiple meanings • Activities to support Unit 1 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Multiple meanings • Activities to support Unit 2 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Multiple meanings • Activities to support Unit 3 Mastery Tasks |
| Comprehension <u>AB Teacher</u> | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Activities to support Unit 1 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Activities to support Unit 2 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters • Activities to support Unit 3 Mastery Tasks |
| Comprehension <u>CD Teacher</u> | <ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (grade level short stories, nonfiction, novel) • Summary writing • Active reading and listening skills | <ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (grade level short stories, nonfiction, novel) • Summary writing • Active reading and listening skills | <ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (grade level short stories, nonfiction, novel) • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters |

| | Components | Unit 1 Concepts (2-3 weeks) | Unit 2 Concepts (2-3 weeks) | Unit 3 Concepts (2-3 weeks) |
|--|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Writing <u>CD Teacher</u> | <ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud topics) • Introduce Step Up to Writing • Compare and contrast expository and narrative writing • Activities that support Unit 1 Mastery Tasks | <ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud topics) • Introduce identifying complete and incomplete sentences • Introduce types of sentences (declarative, interrogative, imperative, and exclamatory) • Activities that support Unit 2 Mastery Tasks | <ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud topics) • Reinforce identifying complete and incomplete sentences • Reinforce expository paragraphs • Reinforce types of sentences • Activities that support Unit 3 Mastery Tasks |
| | Grammar <u>CD Teacher</u> | <ul style="list-style-type: none"> • Nouns – person, place, or thing • Activities that support Unit 1 Mastery Tasks | <ul style="list-style-type: none"> • Nouns – person, place, or thing • Activities that support Unit 2 Mastery Tasks | <ul style="list-style-type: none"> • Nouns – person, place, or thing • Activities that support Unit 3 Mastery Tasks |
| | Morphology | | | |

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

Recommended Pacing Guide for AB Teachers Second Quarter – Book A (units 4-6)

| Components | Unit 4 Concepts (2-3 weeks) | Unit 5 Concepts (2-3 weeks) | Unit 6 Concepts (2-3 weeks) |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily Activities: phonemic awareness drills, independent reading, read aloud/shared reading, and journal writing | | | |
| <p>Word Study (phonemic concepts and drills; phoneme-grapheme correspondence)</p> <p><u>AB Teacher</u></p> | <ul style="list-style-type: none"> • Consonant phonemes: /w/ • Vowel phoneme: short /i/ • Graphemes: w, i • Activities to support Unit 4 Mastery Tasks | <ul style="list-style-type: none"> • Consonant phonemes: /k/ • Graphemes: k, ck • Activities to support Unit 5 Mastery Tasks | <ul style="list-style-type: none"> • -ck represents /k/ at the end of one-syllable words • Activities to support Unit 6 Mastery Tasks |
| <p>Word Recognition and Spelling</p> <p><u>AB Teacher</u></p> | <ul style="list-style-type: none"> • Unit 4 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word building and chaining • Activities to support Unit 4 Mastery Tasks | <ul style="list-style-type: none"> • Unit 5 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word building and sorting • Activities to support Unit 5 Mastery Tasks | <ul style="list-style-type: none"> • Unit 6 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word sorting • Activities to support Unit 6 Mastery Tasks |

| Components | Unit 4 Concepts (2-3 weeks) | Unit 5 Concepts (2-3 weeks) | Unit 6 Concepts (2-3 weeks) |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary <u>AB Teacher</u> | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Multiple meanings • Activities to support Unit 4 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 5 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 6 Mastery Tasks |
| Comprehension <u>AB Teacher</u> | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters • Activities to support Unit 4 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters • Activities to support Unit 5 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters • Activities to support Unit 6 Mastery Tasks |
| Comprehension <u>CD Teacher</u> | <ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (start core novel – into activities) • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters | <ul style="list-style-type: none"> • Independent reading • Read aloud/shared reading (core novel and poetry) • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters | <ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (core novel and poetry) • Summary writing • Active reading and listening skills • Bloom’s Taxonomy: emphasis on knowledge • Story grammar/plot: emphasis on setting and characters |

| Components | Unit 4 Concepts (2-3 weeks) | Unit 5 Concepts (2-3 weeks) | Unit 6 Concepts (2-3 weeks) |
|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing <u>CD Teacher</u> | <ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Introduce Masterpiece Sentence process Introduce five elements of expository paragraph (topic sentences: green, big ideas: yellow, examples, evidence, and explanations: red, leads: blue, and conclusions: green) Activities that support Unit 4 Mastery Tasks | <ul style="list-style-type: none"> Journal writing/activities (J&J and/or read aloud/shared reading topics) Reinforce Masterpiece Sentences Reinforce expository paragraph writing Activities that support Unit 5 Mastery Tasks <p>Extended Options (Can Do):</p> <ul style="list-style-type: none"> Introduce the twelve steps of writing accordion essays - expository | <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 Process Paper: Expository Paragraph Activities that support Unit 6 Mastery Tasks Administer Mid-Assessment Timed Writing (Cold Write) – expository, prompts: Cleaning Your Room or Playing a Game <p>Extended Options (Can Do):</p> <ul style="list-style-type: none"> Reinforce the twelve steps of writing accordion essays - expository |
| Grammar <u>CD Teacher</u> | <ul style="list-style-type: none"> Nouns: ideas (concrete vs. abstract) Subject Activities that support Unit 4 Mastery Tasks | <ul style="list-style-type: none"> Nouns: concrete and abstract nouns Subject Activities that support Unit 5 Mastery Tasks | <ul style="list-style-type: none"> Nouns: singular and plural Subject Activities that support Unit 6 Mastery Tasks |
| Morphology <u>AB or CD Teacher</u> | | | <ul style="list-style-type: none"> Morphemes are meaning units Inflectional suffixes Nouns: plural –s Activities that support Unit 6 Mastery Tasks |
| Assessments AB and CD Teachers | | | <p>Administer Mid-Year Assessments:</p> <ul style="list-style-type: none"> Summative Test A Timed Writing: Expository |

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

Recommended Pacing Guide for AB Teachers Third Quarter – Book B (units 7 – 9)

| Components | Unit 7 Concepts (2-3 weeks) | Unit 8 Concepts (2-3 weeks) | Unit 9 Concepts (2-3 weeks) |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily Activities: phonemic awareness drills, independent reading, read aloud/shared reading, and journal writing | | | |
| Word Study (phonemic concepts and drills; phoneme-grapheme correspondence) <u>AB Teacher</u> | <ul style="list-style-type: none"> • Past tense has three sounds: /t/, /d/, /ed/ • Phonemes: /kw/, /ks/, /z/ • Graphemes: y, z, qu, x • Activities to support Unit 7 Mastery Tasks | <ul style="list-style-type: none"> • Vowel phoneme: short /o/ • Grapheme: o • Activities to support Unit 8 Mastery Tasks | <ul style="list-style-type: none"> • Phonemes: /s/, /l/, /f/, /z/ • Graphemes: -ff, -ll, -ss, -zz • Activities to support Unit 9 Mastery Tasks |
| Word Recognition and Spelling <u>AB Teacher</u> | <ul style="list-style-type: none"> • Unit 7 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word sorting • Activities to support Unit 7 Mastery Tasks | <ul style="list-style-type: none"> • Unit 8 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word sorting • Activities to support Unit 8 Mastery Tasks | <ul style="list-style-type: none"> • Unit 9 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Doubling rule • Activities to support Unit 9 Mastery Tasks |

| Components | Unit 7 Concepts (2-3 weeks) | Unit 8 Concepts (2-3 weeks) | Unit 9 Concepts (2-3 weeks) |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary <u>AB Teacher</u> | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 7 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Vocabulary Expansion exercises • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 8 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Vocabulary Expansion exercises • Semantic sorting • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 9 Mastery Tasks |
| Comprehension <u>AB Teacher</u> | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Introduce Four-Step Summary Paragraph (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom’s Taxonomy: emphasis on comprehension • Story grammar/plot: emphasis on initiating event • Activities to support Unit 7 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Reinforce summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom’s Taxonomy: emphasis on comprehension • Story grammar/plot: emphasis on initiating event • Activities to support Unit 8 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom’s Taxonomy: emphasis on comprehension • Story grammar/plot: emphasis on initiating event • Activities to support Unit 9 Mastery Tasks |
| Comprehension <u>CD Teacher</u> | <ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (core novel, nonfiction, and poetry) • Introduce Four-Step Summary Paragraph (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom’s Taxonomy: emphasis on comprehension • Story grammar/plot: emphasis on initiating event | <ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (core novel, nonfiction, and poetry) • Reinforce summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom’s Taxonomy: emphasis on comprehension • Story grammar/plot: emphasis on initiating event | <ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (finish core novel, nonfiction, and poetry) • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom’s Taxonomy: emphasis on comprehension • Story grammar/plot: emphasis on initiating event |

| Components | Unit 7 Concepts (2-3 weeks) | Unit 8 Concepts (2-3 weeks) | Unit 9 Concepts (2-3 weeks) |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing <u>CD Teacher</u> | Core Instruction (Must Do): <ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud/shared reading topics) • Practice Masterpiece sentences • Practice expository paragraph writing • Activities to support Unit 7 Mastery Tasks Extended Options (Can Do): <ul style="list-style-type: none"> • Practice the twelve steps of writing accordion essays (expository) • Introduce persuasive paragraph writing | Core Instruction (Must Do): <ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud/shared reading topics) • Practice Masterpiece sentences • Practice expository paragraph writing • Activities to support Unit 8 Mastery Tasks Extended Options (Can Do): <ul style="list-style-type: none"> • Practice the twelve steps of writing accordion essays (expository) • Reinforce persuasive paragraph writing | Core Instruction (Must Do): <ul style="list-style-type: none"> • Journal writing/activities (J&J and/or read aloud/shared reading topics) • Practice Masterpiece sentences • Practice expository paragraph writing • Activities to support Unit 9 Mastery Tasks Extended Options (Can Do): <ul style="list-style-type: none"> • Practice the twelve steps of writing accordion essays (expository) • Practice persuasive paragraph writing |
| Grammar <u>CD Teacher</u> | <ul style="list-style-type: none"> • Verb: action • Verb: past and present • Activities to support Unit 7 Mastery Tasks | <ul style="list-style-type: none"> • Review nouns • Review subject • Review action verbs • Review past and present verbs • Activities to support Unit 8 Mastery Tasks | <ul style="list-style-type: none"> • Introduce predicates • Review nouns • Review subject • Review action verbs • Review past and present verbs • Activities to support Unit 9 Mastery Tasks |
| Morphology <u>AB or CD Teacher</u> | <ul style="list-style-type: none"> • Nouns: plural –es • Verbs: past –ed, present participle –ing • Activities to support Unit 7 Mastery Tasks | <ul style="list-style-type: none"> • Review nouns: plural –s, es • Review verbs: -ed, -ing • Activities to support Unit 8 Mastery Tasks | <ul style="list-style-type: none"> • Review nouns: plural –s, es • Review verbs: -ed, -ing • Activities to support Unit 9 Mastery Tasks |

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

Recommended Pacing Guide for AB Teachers Fourth Quarter – Book B (units 10-12)

| Components | Unit 10 Concepts (2-3 weeks) | Unit 11 Concepts (2-3 weeks) | Unit 12 Concepts (2-3 weeks) |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Daily Activities: phonemic awareness drills, independent reading, read aloud/shared reading, and journal writing | | | |
| <p>Word Study (phonemic concepts and drills; phoneme-grapheme correspondence)</p> <p><u>AB Teacher</u></p> | <ul style="list-style-type: none"> • Phonemes: one sound: /ng/, two sounds /nk/, /k/ • Graphemes: ng, nk • Activities to support Unit 10 Mastery Tasks | <ul style="list-style-type: none"> • Digraphs: sh, th, ch, wh • Activities to support Unit 11 Mastery Tasks | <ul style="list-style-type: none"> • Vowel phoneme: short /e/ • Grapheme: short e • Activities to support Unit 12 Mastery Tasks |
| <p>Word Recognition and Spelling</p> <p><u>AB Teacher</u></p> | <ul style="list-style-type: none"> • Unit 10 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word Sorting • Word Chaining • Review the doubling rule • Activities to support Unit 10 Mastery Tasks | <ul style="list-style-type: none"> • Unit 11 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word Sorting • Activities to support Unit 11 Mastery Tasks | <ul style="list-style-type: none"> • Unit 12 words to read/spell • Phonetically regular words • Nonphonetic words • Fluency Builders • Phrases and sentences for dictation and fluency • Word Chaining • Doubling rule review, suffix addition • Activities to support Unit 12 Mastery Tasks |

| Components | Unit 10 Concepts (2-3 weeks) | Unit 11 Concepts (2-3 weeks) | Unit 12 Concepts (2-3 weeks) |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vocabulary <u>AB Teacher</u> | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Vocabulary Expansions exercise • Semantic sorting • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 10 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Vocabulary Expansions exercise • Semantic sorting • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 11 Mastery Tasks | <ul style="list-style-type: none"> • Define unit words • Visualize unit words • Vocabulary Expansions exercise • Semantic sorting • Multiple meanings • Idioms, expressions, and word combinations • Activities to support Unit 12 Mastery Tasks |
| Comprehension <u>AB Teacher</u> | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom's Taxonomy: emphasis on application • Story grammar/plot: emphasis on rising actions • Activities to support Unit 10 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom's Taxonomy: emphasis on application • Story grammar/plot: emphasis on rising actions • Activities to support Unit 11 Mastery Tasks | <ul style="list-style-type: none"> • Decodable text – J&J Reader activities • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom's Taxonomy: review knowledge, comprehension, and application • Story grammar/plot: emphasis on rising actions • Activities to support Unit 12 Mastery Tasks |
| Comprehension <u>CD Teacher</u> | <ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (grade level short stories, nonfiction, novel, and poetry) • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom's Taxonomy: emphasis on application • Story grammar/plot: emphasis on rising actions | <ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (grade level short stories, nonfiction, novel, and poetry) • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom's Taxonomy: emphasis on application • Story grammar/plot: emphasis on rising actions | <ul style="list-style-type: none"> • Independent reading • Read alouds/shared reading (grade level short stories, nonfiction, novel, and poetry) • Practice summary writing (using J&J Reader, read aloud materials, and/or independent reading) • Active reading and listening skills • Bloom's Taxonomy: review knowledge, comprehension, and application • Story grammar/plot: emphasis on rising actions |

| Components | Unit 10 Concepts (2-3 weeks) | Unit 11 Concepts (2-3 weeks) | Unit 12 Concepts (2-3 weeks) |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Writing <u>CD Teacher</u> | <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 expository paragraph writing Introduce narrative writing (story elements and extended Quick Sketch) Activities to support Unit 10 Mastery Tasks <p>Extended Options (Can Do):</p> <ul style="list-style-type: none"> Practice the twelve steps of writing accordion essays (expository) Introduce response to literature paragraph 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 Reinforce narrative writing (story elements and extended Quick Sketch) Activities to support Unit 11 Mastery Tasks <p>Extended Options (Can Do):</p> <ul style="list-style-type: none"> Practice the twelve steps of writing accordion essays (expository) Reinforce response to literature paragraph 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 narrative writing Activities to support Unit 12 Mastery Tasks Administer Post Assessment Timed Writing (Cold Write) – expository prompt: Welcome to the 6th Grade <p>Extended Options (Can Do):</p> <ul style="list-style-type: none"> Practice the twelve steps of writing accordion essays (expository) Reinforce response to literature paragraph writing |
| Grammar <u>CD Teacher</u> | <ul style="list-style-type: none"> A sentence must have a subject and predicate Review nouns and verbs Activities to support Unit 10 Mastery Tasks | <ul style="list-style-type: none"> Some words can be nouns or verbs Review nouns and verbs Review subject and predicate Activities to support Unit 11 Mastery Tasks | <ul style="list-style-type: none"> Review nouns and verbs Review subject and predicate Activities to support Unit 12 Mastery Tasks |
| Morphology <u>AB or CD Teacher</u> | <ul style="list-style-type: none"> Review plural nouns –s, es Review verb endings -ed, -ing Activities to support Unit 10 Mastery Tasks | <ul style="list-style-type: none"> Review plural nouns –s, -es Review verb endings -ed, -ing Activities to support Unit 11 Mastery Tasks | <ul style="list-style-type: none"> Noun: possession - 's (singular) Noun: possession –s' (plural) Review plural nouns –s, -es Review verb endings –ed, -ing Activities to support Unit 12 Mastery Tasks |
| Assessments <u>AB and CD Teacher</u> | | | <p>Administer Post Year Assessments:</p> <ul style="list-style-type: none"> Summative Test B Timed Writing: Expository End-of-Course Exit Exam (6th Grade Content Standards) |

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

Components

Phonemic Concepts.....
Phonemic Awareness Drills.....
Phoneme/Grapheme Correspondence.....
Word Recognition/Spelling.....
Vocabulary.....
Text Reading.....

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

Sample Agenda

Move It and Mark It
Phonemic Awareness Drills 1-3
See and Say/ Say and Write
Chain It/Fluency Builders
Define It
J & J Readers/Independent Reading/
Shared Reading/Read Aloud
Journal
Concrete and Abstract nouns

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> |
|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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 1 (blue)
- Instructional Resource Guide for Teachers
- Sounds and Letters – 1 book
- Sounds and Letters – 1 set of cards
- Student Mastery Books Level 1 (Books A-B) (blue)- 1 per student
- J&J Language Readers Level 1 (Books A-B) (blue)- 10 per classroom
- A-B Summative Tests, Teacher Edition, Level 1
- Summative Tests, Student Edition, Level 1 (Books A-B) (blue)- 1 per student

Supplemental Text:

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

Recommended Reinforcement Materials:

- J&J Vocabulary Cards, Level 1
- Sort It!
- Games & Activities for Readers and Spellers
- LANGUAGE! Categories
- *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 Littell 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, poetry, 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 not 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.

| | Diagnosis Pre-Assessment Data | Monitor Mid-Year Assessment Data | Evaluate 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 A | <ul style="list-style-type: none"> ◆ Mastery Tasks ◆ Summative Test B ◆ 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: Expository Prompt: Lunch Procedures | <ul style="list-style-type: none"> ◆ Timed Writing (Cold Write) Genre: Expository Prompt: Cleaning your Room or Playing a Game | <ul style="list-style-type: none"> ◆ Timed Writing (Cold Write) Genre: Expository Prompt: Welcome to 6 th Grade |

***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 • Expository Timed Writing (Cold Write) | <ul style="list-style-type: none"> • Summative Test A • Expository Timed Writing (Cold Write) | <ul style="list-style-type: none"> • Summative Test B • Expository Timed Writing (Cold) |

Assessment Administration Timelines

Beginning Language!

| School Calendar | Assessment | Due Date | Two Week Window* |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------|
| Traditional/Modified | Pre-Assessments: <ul style="list-style-type: none"> • Encoding • Grammar • Decoding • Expository Timed Writing (Cold Write) | 9/25 | 9/25-10/9 |
| Traditional/Modified | Mid-Year Assessments: <ul style="list-style-type: none"> • Summative Test A • Expository Timed Writing (Cold Write) | 1/22 | 1/22-2/5 |
| Traditional/Modified | Post Year Assessments: <ul style="list-style-type: none"> • Summative Test B • Expository 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 • Expository Timed Writing (Cold Write) | 9/25 | 9/25-10/9 |
| Track B | Mid-Year Assessments: <ul style="list-style-type: none"> • Summative Test A • Expository Timed Writing (Cold Write) | 2/5 | 2/5-2/19 |
| Track B | Post Year Assessments: <ul style="list-style-type: none"> • Summative Test B • Expository 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

| Letter grade | GRADING SCALE | | Four Point Rubric score |
|---------------------|----------------------|------------|--------------------------------|
| | | Percentage | |
| 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 one process paper 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 A

8. Final

Summative Test – Book B

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; Kyleene 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
Revised Date: 6/09