



MIDDLE SCHOOL COURSE OUTLINE

<b>Course Code</b>	1526	<b>Department</b>	English/Language Arts		
<b>Course Title</b>	Intermediate LANGUAGE! Core				
<b>Short Title</b>	Interm LANG! Core	<b>Grade Level</b>	6-8	<b>Credits/Semester</b>	10
<b>Course Length</b>	1 Year	<b>Required</b>	Yes	<b>Elective</b>	
<b>Prerequisites</b>	Students have been diagnosed at the intensive intervention level and working on below grade level content standards.				

**COURSE DESCRIPTION:**

Intermediate LANGUAGE! is a language arts course designed for middle school students who have difficulties in phonemic awareness, decoding, spelling, writing and literal comprehension, which usually reflect insufficient phonological processing. During this course, students master consonant blends and begin working with syllabication and morphological principals as well as interpretive comprehension strategies. 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 2.6 to 4.5. 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 13 – 24 will begin the course of study at Level 1 Unit 13.

Initially, middle school students may be placed into Intermediate LANGUAGE! as recommended based on CST scores, reading benchmarks, one or more of the LANGUAGE! assessments and teacher observation. Placement into Intermediate LANGUAGE! is determined by administration of the LANGUAGE! encoding/decoding assessments. If the student scores within Units 13-24 on any of the LANGUAGE! subtests, he/ she is recommended for Intermediate 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 6<sup>th</sup> grade standards as indicated by multiple measures.
- Master the prerequisite skills needed to reach 6<sup>th</sup> 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**

<b>Content Standards Addressed in Book C – 1st Semester</b>						
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	<b>Language! Units</b>					
<b>Phonemic Awareness</b>	<b>Unit 13</b>	<b>Unit 14</b>	<b>Unit 15</b>	<b>Unit 16</b>	<b>Unit 17</b>	<b>Unit 18</b>
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/, /u/) in orally stated single-syllable words.	X	X	X	X	X	X
Grade 1: 1.6 Create and state a series of rhyming words, including consonant blends.	X	X	X	X	X	X
Grade 1: 1.7 Add, delete, or change target sounds to change words (e.g., change shell to bell; spring to thing).	X	X	X	X	X	X
Grade 1: 1.8 Blend two to four phonemes into recognizable words (e.g., /s/ /t/ /r/ /e/ /ch/ = stretch; /b/ /r/ / /u/ /sh/ = brush).	X	X	X	X	X	X
Grade 1: 1.9 Segment single syllable words into their components (e.g., swish = /s/ /w/ /i/ /sh/; club = /k/ /l/ /u/ /b/).	X	X	X	X	X	X
<b>Decoding and Word Recognition</b>						
Grade 1: 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and short-vowel patterns (i.e., phonograms) and blend those sounds into recognizable words.	X	X	X	X	X	X
Grade 1: 1.11 Read common, irregular sight words (e.g., they, your, too, were, any, do, many, two).	X	X	X	X	X	X
Grade 1: 1.13 Read compound words.			X	X	X	X
Grade 1: 1.14 Read inflectional forms (e.g., -s, -es, -ed, -ing, -'s, -s', -er, -est) and root words (e.g., fresh, freshest).	X	X	X	X	X	X

Grade 2: 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant/consonant-vowel = fan/tas/tic).			X	X	X	X
Grade 2: 1.3 Decode two-syllable nonsense words and regular multisyllable words.			X	X	X	X
Grade 2: 1.4 Recognize common abbreviations (e.g., Mr. Ms. Mrs.).		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 3: 1.1 Know and use complex word families when reading (e.g., atch, otch, unk, ung, unch) to decode unfamiliar words.		X			X	X
Grade 3: 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	X	X	X	X	X	X
<b>Vocabulary and Concept Development</b>						
Grade 1: 1.17 Classify grade-appropriate categories of words.	X	X	X	X	X	X
Grade 2: 1.8 Use knowledge of individual words in unknown compound words to predict their meaning.			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: 1.6 Use sentence and word context to find the meaning of unknown words.	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 3: 1.8 Use knowledge of suffixes (e.g., -er, -est) to determine the meaning of words.		X	X	X	X	X
Grade 4: 1.2 Apply knowledge of synonyms, antonyms, and 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
Grade 4: 1.6 Distinguish and interpret words with multiple meanings.	X	X	X	X	X	X
Grade 6: 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. (Step Up to Writing)	X	X	X	X	X	X

Grade 6: 1.5 Understand and explain “shades of meaning” in related words (e.g., run, scurry).	X	X	X	X	X	X
<b>2.0 Reading Comprehension</b>	<b>Language! Units</b>					
<b>Structural Features of Information Materials</b>	<b>Unit 13</b>	<b>Unit 14</b>	<b>Unit 15</b>	<b>Unit 16</b>	<b>Unit 17</b>	<b>Unit 18</b>
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
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>						
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: 2.4 Recall major points in the text and make and modify predictions about forthcoming information	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 4: 2.5 Compare and contrast information on the same topic after reading several passages of articles.	X	X	X	X	X	X
Grade 4: 2.6 Distinguish between cause and effect and between fact and opinion in expository text. <i>(Step Up to Writing)</i>	X	X	X	X	X	X





<b>1.0 Written and Oral English Language Conventions</b>	<b>Language! Units</b>					
<b>Sentence Structure</b>	<b>Unit 13</b>	<b>Unit 14</b>	<b>Unit 15</b>	<b>Unit 16</b>	<b>Unit 17</b>	<b>Unit 18</b>
Grade 4: 1.1 Use simple and compound sentences in writing and speaking. (Masterpiece Sentences)	X	X	X	X	X	X
Grade 4: 1.2 Combine short, related sentences with adjectives.	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. (Step up to Writing and Masterpiece Sentences)	X	X	X	X	X	X
<b>Grammar</b>						
Grade 1: 1.2 Identify and correctly use singular and plural nouns.	X	X	X	X	X	X
Grade 3: 1.2 Identify subjects and verbs that are in agreement and identify and use adjectives, compound words, and articles correctly 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
Grade 3: 1.4 Identify and use subjects correctly in speaking and writing simple sentences.	X	X	X	X	X	X
<b>Punctuation</b>						
Grade 3: 1.6 Use commas in dates, locations, and addresses and for items in a series. (Step Up to Writing)	X	X	X	X	X	X
Grade 4: 1.4 Use apostrophes in the possessive case of nouns and in contractions.	X	X	X	X	X	X
Grade 4: 1.5 Use underlining, quotation marks, or italics to identify titles of documents. (Step Up to Writing)	X	X	X	X	X	X
<b>Capitalization</b>						
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	X

<b>Spelling</b>						
Grade 2: 1.7 Spell frequently used, irregular words correctly (e.g., they, your, were, any, do, many, two).	X	X	X	X	X	X
Grade 3: 1.8 Spell correctly one-syllable words that have blends, compounds, orthographic patterns (e.g., tch, consonant doubling), and common homophones (e.g., to, too, two)	X	X	X	X	X	X
Grade 4: 1.7 Spell correctly roots, inflections, suffixes and syllable constructions.	X	X	X	X	X	X

<b>Content Standards Addressed in Book D – 2nd Semester</b>						
<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b>	<b>Language! Units</b>					
<b>Decoding and Word Recognition</b>	<b>Unit 19</b>	<b>Unit 20</b>	<b>Unit 21</b>	<b>Unit 22</b>	<b>Unit 23</b>	<b>Unit 24</b>
Grade 1: 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and short-vowel patterns (i.e., phonograms) and blend those sounds into recognizable words.	X	X	X	X	X	X
Grade 1: 1.11 Read common, irregular sight words (e.g., who, very, here, from, want, where, there, does).	X	X	X	X	X	X
Grade 1: 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.	X	X	X	X	X	X
Grade 1: 1.13 Read compound words.	X	X	X	X	X	X
Grade 2: 1.2 Apply knowledge of basic syllabication rules when reading (e.g., r-controlled vowel syllables; open syllables; final silent –e syllables; vccv, vcv patterns).	X	X	X	X	X	X
Grade 3: 1.2 Decode regular multisyllabic words	X	X	X	X	X	X
Grade 4: 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	X	X	X	X	X	X
<b>Vocabulary and Concept Development</b>						
Grade 3: 1.6 Use sentence and word context to find the meaning of unknown words.	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 word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	X	X	X	X	X	X
Grade 4: 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage.	X	X	X	X	X	X
Grade 4: 1.4 Know common roots and affixes derived from Latin and use this knowledge to analyze the meaning of complex words (e.g., multicultural).	X	X	X	X	X	X
Grade 4: 1.5 Use a thesaurus to determine related words and concepts.	X	X	X	X	X	X
Grade 4: 1.6 Distinguish and interpret with multiple meanings.	X	X	X	X	X	X
Grade 6: 1.4 Monitor expository text for unknown words with novel meanings by using word, sentence, and paragraph clues to determine meaning. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 6: 1.5 Understand and explain “shades of meaning” in related words (e.g., walk and march).	X	X	X	X	X	X
<b>2.0 Reading Comprehension</b>	<b>Language! Units</b>					
<b>Structural Features of Information Materials</b>	<b>Unit 19</b>	<b>Unit 20</b>	<b>Unit 21</b>	<b>Unit 22</b>	<b>Unit 23</b>	<b>Unit 24</b>
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. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
<b>Comprehension and Analysis of Grade-Level-Appropriate Text</b>						
Grade 3: 2.3 Demonstrate comprehension by identifying answers in the text.	X	X	X	X	X	X





<b>2.0 Writing Applications (Genres and Their Characteristics)</b>	<b>Unit 19</b>	<b>Unit 20</b>	<b>Unit 21</b>	<b>Unit 22</b>	<b>Unit 23</b>	<b>Unit 24</b>
Grade 4: 2.1 Write narratives: a. Relate ideas, observations, or recollecting of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. <i>(Step Up to Writing)</i>	X	X	X			
Grade 4; 2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge. <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
<b>1.0 Written and Oral English Language Conventions</b>	<b>Language! Units</b>					
<b>Sentence Structure</b>	<b>Unit 19</b>	<b>Unit 20</b>	<b>Unit 21</b>	<b>Unit 22</b>	<b>Unit 23</b>	<b>Unit 24</b>
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
<b>Grammar</b>						
Grade 1: 1.3 Identify and correctly use singular possessive pronouns (e.g., my/mine, his/her, hers, your/s) in writing and speaking.	X	X	X	X	X	X
Grade 3: 1.2 Identify subjects and verbs that are in agreement and identify and use adjectives, compound words, and articles correctly 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

Grade 3: 1.4 Identify and use subjects correctly in speaking and writing simple sentences.	X	X	X	X	X	X
<b>Punctuation</b>						
Grade 3: 1.6 Use commas in dates, locations, and addresses and for items in a series. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 4: 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
Grade 4: 1.5 Use underlining, quotation marks, or italics to identify titles of documents. <i>(Step Up to Writing)</i>	X	X	X	X	X	X
<b>Capitalization</b>						
Grade 5: 1.4 Use correct capitalization.	X	X	X	X	X	X
<b>Spelling</b>						
Grade 2: 1.7 Spell frequently used, irregular words correctly (e.g., who, very, here, from, want, where, there, does).	X	X	X	X	X	X
Grade 2: 1.8 Spell basic long-vowel and r-controlled patterns correctly.	X	X	X	X	X	X
Grade 3: 1.8 Spell correctly one-syllable words that have blends, compounds, orthographic patterns (e.g., consonant doubling, changing the ending of word from -y to -ies when forming the plural), and common homophones.	X	X	X	X	X	X
Grade 4: 1.7 Spell correctly roots, inflections, suffixes and syllable constructions.	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).

	<b>Advanced Proficient</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
%	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**

	<b>Advanced Proficient</b>	<b>Proficient</b>		<b>Basic</b>	<b>Below Basic</b>	<b>Far Below Basic</b>
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>	
<b>Mid term Exam</b>	100-90%	89-80%	79-70%	69-60%	59-30%	29-0%
<b>Final Exam</b>	100-90%	89-80%	79-70%	69-60%	59-30%	29-0%
<b>Fluency Builders</b>	≥ 6 passed	4-5 passed	3 passed	2 passed	1 passed	0 passed
<b>Writing: process papers, timed writing</b>	See district rubrics	See district rubrics	See district rubrics	See district rubrics	See district rubrics	See district rubrics
<b>Mastery Tasks</b>	100-90%	88-80% 80% and above = mastery of task*	79-70%	69-60%	59-30%	29-0%
<b>Completion of Daily Assignments</b>	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
<b>Classroom Independent Reading</b>	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.
<b>Reading Log (Homework)</b>	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**

**LANGUAGE! should be taught at least 90 minutes daily.**

**Recommended Pacing Guide  
First Quarter – Book C (units 13-15)**

<b>Essential Question: How can I become a strategic reader and writer?</b>				
<b>Introduction Unit (1- 2 weeks)</b>	<b>Components</b>	<b>Unit 13 Concepts (2-3 weeks)</b>	<b>Unit 14 Concepts (2-3 weeks)</b>	<b>Unit 15 Concepts (2-3 weeks)</b>
<b>Daily Activities:</b> phonemic awareness drills, independent reading, read aloud/shared reading, and journal writing				
<ul style="list-style-type: none"> <li>• Seating assignments</li> <li>• Class expectations</li> <li>• Introduce L! as a linguistic class</li> <li>• Team building activities</li> <li>• Set up notebooks</li> <li>• Introduce L! components</li> <li>• Importance and purpose of reading</li> <li>• Reading goals activities</li> <li>• Reading interest survey</li> <li>• Administer LOL Placement Test</li> <li>• Administer L! assessments (encoding, grammar, and decoding)</li> <li>• Administer writing Pre-assessment – Writing Sample, expository prompt: Making a Meal or a Snack</li> </ul> <p><b>See Introduction Unit Packet for lesson ideas</b></p>	<p><b>Word Study (phonemic concepts and drills; phoneme-grapheme correspondence)</b></p> <p><b>Syllabication (starting unit 15)</b></p>	<ul style="list-style-type: none"> <li>• Initial blends</li> <li>Consonant Combinations:               <ul style="list-style-type: none"> <li>• l blends: bl, gl, cl, pl, fl, sl</li> <li>• r blends: br, fr, tr, cr, dr, gr, pr, shr, thr</li> <li>• s blends: sc, sm, sn sp, sk, st</li> <li>• w blends: sw, tw, dw</li> </ul> </li> <li>• Activities to support Unit 13 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Vowel phoneme: short /u/</li> <li>• Grapheme: u</li> <li>• Activities to support Unit 14 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Closed syllables</li> <li>• Activities to support Unit 15 Mastery Tasks</li> </ul>
	<p><b>Word Recognition and Spelling</b></p>	<ul style="list-style-type: none"> <li>• Unit 13 words to read/spell</li> <li>• Phonetically regular words</li> <li>• Nonphonetic words</li> <li>• Fluency Builders</li> <li>• Phrases and sentences for dictation and fluency</li> <li>• Word building and sorting</li> <li>• Activities to support Unit 13 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 14 words to read/spell</li> <li>• Phonetically regular words</li> <li>• Nonphonetic words</li> <li>• Fluency Builders</li> <li>• Phrases and sentences for dictation and fluency</li> <li>• Word sorting</li> <li>• Activities to support Unit 14 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 15 words to read/spell</li> <li>• Phonetically regular words</li> <li>• Nonphonetic words</li> <li>• Fluency Builders</li> <li>• Phrases and sentences for dictation and fluency</li> <li>• Doubling rule review</li> <li>• Doubling rule with –ed, -est, -ing inflectional suffixes</li> <li>• Multisyllable Word Spelling Grid</li> <li>• Activities to support Unit 15 Mastery Tasks</li> </ul>
	<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Define unit words</li> <li>• Multiple meanings</li> <li>• Vocabulary Expansion exercises</li> <li>• Semantic sorting</li> <li>• Idioms, expressions, and word combinations</li> <li>• Activities to support Unit 13 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Define unit words</li> <li>• Multiple meanings</li> <li>• Vocabulary Expansion exercises</li> <li>• Semantic sorting</li> <li>• Idioms, expressions, and word combinations</li> <li>• Activities to support Unit 14 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Define unit words</li> <li>• Multiple meanings</li> <li>• Vocabulary Expansion exercises</li> <li>• Semantic sorting</li> <li>• Idioms, expressions, and word combinations</li> <li>• Activities to support Unit 15 Mastery Tasks</li> </ul>

Components	Unit 13 Concepts (2-3 weeks)	Unit 14 Concepts (2-3 weeks)	Unit 15 Concepts (2-3 weeks)
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Read aloud/shared reading (grade level short stories, poetry, nonfiction, novel)</li> <li>• Decodable text – J&amp;J Reader activities</li> <li>• Summary Writing</li> <li>• Active reading and listening skills</li> <li>• Bloom’s Taxonomy: emphasis on analysis</li> <li>• Story grammar/plot: emphasis on rising actions</li> <li>• Activities to support Unit 13 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Read aloud/shared reading (grade level short stories, poetry, nonfiction, novel)</li> <li>• Decodable text – J&amp;J Reader activities</li> <li>• Summary Writing</li> <li>• Active reading and listening skills</li> <li>• Bloom’s Taxonomy: emphasis on analysis</li> <li>• Story grammar/ plot: emphasis on rising actions</li> <li>• Activities to support Unit 14 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Read aloud/shared reading (grade level short stories, poetry, nonfiction, novel)</li> <li>• Decodable text – J&amp;J Reader activities</li> <li>• Summary Writing</li> <li>• Active reading and listening skills</li> <li>• Bloom’s Taxonomy: emphasis on analysis</li> <li>• Story grammar/plot: emphasis on rising actions</li> <li>• Activities to support Unit 15 Mastery Tasks</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud topics)</li> <li>• Review identifying complete and incomplete sentences</li> <li>• Review types of sentences</li> <li>• Review Step Up to Writing</li> <li>• Review comparing and contrasting expository and narrative writing</li> <li>• Review Masterpiece Sentences</li> <li>• Activities that support Unit 13 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud topics)</li> <li>• Review five elements of expository paragraph (topic sentences: green, big ideas: yellow, examples, evidence, and explanations: red , leads: blue and conclusions: green)</li> <li>• Practice Masterpiece Sentences</li> <li>• Activities that support Unit 14 Mastery Tasks</li> </ul>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud topics)</li> <li>• Practice Masterpiece Sentences</li> <li>• Practice expository paragraph writing</li> <li>• Activities that support Unit 15 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b></p> <ul style="list-style-type: none"> <li>• Introduce the twelve steps of writing accordion essays - expository</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Review nouns and verbs</li> <li>• Adjectives: which, what kind of, or how many</li> <li>• Activities that support Unit 13 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review subject</li> <li>• Adjectives: which, what kind of, or how many</li> <li>• Activities that support Unit 14 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review adjectives</li> <li>• Review action verbs</li> <li>• Main and helping verbs</li> <li>• Verb agreement: number and person</li> <li>• Activities that support Unit 15 Mastery Tasks</li> </ul>
<b>Morphology</b>	<ul style="list-style-type: none"> <li>• Review noun possessive (singular –’s and plural -s’)</li> <li>• Review plural nouns –s, -es</li> <li>• Review verb endings –ed, -ing</li> <li>• Activities to support Unit 13 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review noun possessive (singular –’s and plural -s’)</li> <li>• Review plural nouns –s, -es</li> <li>• Review verb endings –ed, -ing</li> <li>• Comparative adjective –er</li> <li>• Superlative adjective –est</li> <li>• Activities to support Unit 14 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review noun possessive (singular –’s and plural -s’)</li> <li>• Review plural nouns –s, -es</li> <li>• Review verb endings –ed, -ing</li> <li>• Review Comparative adjective –er</li> <li>• Review Superlative adjective – est</li> <li>• Activities to support Unit 15 Mastery Tasks</li> </ul>

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

## Recommended Pacing Guide Second Quarter – Book C (units 16-18)

Components	Unit 16 Concepts (2-3 weeks)	Unit 17 Concepts (2-3 weeks)	Unit 18 Concepts (2-3 weeks)
<b>Daily Activities:</b> phonemic awareness drills, independent reading, read aloud/shared reading, and journal writing			
<b>Word Study</b> (phonemic concepts and drills; phoneme-grapheme correspondence)  <b>Syllabication</b>	<ul style="list-style-type: none"> <li>Consonant Clusters: str, spr, spl, scr</li> <li>Activities to support Unit 16 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Final consonant blends</li> <li>Consonant Combinations: -st, -sk, -sp, -nt, -mp, -nd, -ld, -lk, -ft, -lp, -lt, -pt, -ct</li> <li>Activities to support Unit 17 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Digraph</li> <li>Phoneme: /ch/</li> <li>Grapheme: tch</li> <li>Activities to support Unit 18 Mastery Tasks</li> </ul>
<b>Word Recognition and Spelling</b>	<ul style="list-style-type: none"> <li>Unit 16 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Doubling rule review: -er, -est, -ed, -ing</li> <li>Review Multisyllable Word Spelling Grid</li> <li>Activities to support Unit 16 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 17 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Homophones</li> <li>Word contrasts</li> <li>Activities to support Unit 17 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 18 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Word sorting</li> <li>Activities to support Unit 18 Mastery Tasks</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Semantic sorting</li> <li>Idioms, expressions, and word combinations</li> <li>Activities to support Unit 16 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Semantic sorting</li> <li>Idioms, expressions, and word combinations</li> <li>Activities to support Unit 17 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Semantic sorting</li> <li>Idioms, expressions, and word combinations</li> <li>Activities to support Unit 18 Mastery Tasks</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read aloud/shared reading (start core novel – into activities)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills</li> <li>Bloom’s Taxonomy: review knowledge, comprehension, application, and analysis</li> <li>Story grammar/plot: emphasis on rising actions</li> <li>Activities to support Unit 16 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read aloud/shared reading (core novel and poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills</li> <li>Bloom’s Taxonomy: review knowledge, comprehension, application, and analysis</li> <li>Story grammar/plot: emphasis on rising actions</li> <li>Activities to support Unit 17 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read alouds/shared reading (core novel and poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills</li> <li>Bloom’s Taxonomy: review knowledge</li> <li>Story grammar/plot: emphasis on rising actions</li> <li>Activities to support Unit 18 Mastery Tasks</li> </ul>

Components	Unit 16 Concepts (2-3 weeks)	Unit 17 Concepts (2-3 weeks)	Unit 18 Concepts (2-3 weeks)
<b>Writing</b>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>• Practice Masterpiece Sentence process</li> <li>• Practice expository paragraph writing</li> <li>• Introduce persuasive paragraph writing</li> <li>• Activities that support Unit 16 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b></p> <ul style="list-style-type: none"> <li>• Reinforce the twelve steps of writing accordion essays - expository</li> </ul>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>• Practice Masterpiece Sentences</li> <li>• Practice expository paragraph writing</li> <li>• Reinforce persuasive paragraph writing</li> <li>• Activities that support Unit 17 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b></p> <ul style="list-style-type: none"> <li>• Practice expository essays</li> </ul>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>• Process Paper: Expository Paragraph</li> <li>• Practice Masterpiece Sentences</li> <li>• Practice persuasive paragraph writing</li> <li>• Activities that support Unit 18 Mastery Tasks</li> <li>• <b>Administer Mid-Assessment Timed Writing (Cold Write) – expository, suggested prompts – Advice to Parents or Locker Room Procedures</b></li> </ul> <p><b>Extended Options (Can Do):</b></p> <ul style="list-style-type: none"> <li>• Process Paper: Expository Essay</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Review adjectives</li> <li>• Review forms of be as helping verbs</li> <li>• Forms of have as helping verbs</li> <li>• Activities that support Unit 16 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review forms of be and have as helping verbs</li> <li>• Forms of do as helping verbs</li> <li>• Activities that support Unit 17 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review nouns, verbs, and adjectives</li> <li>• Review forms of be, have, and do as helping verbs</li> <li>• Activities that support Unit 18 Mastery Tasks</li> </ul>
<b>Morphology</b>	<ul style="list-style-type: none"> <li>• Review endings that can signal time or number (-s, -es, -ed, -ing, -'s, -s')</li> <li>• Review comparative and superlative adjectives -er, est</li> <li>• Verbs: past participle: -en, -ed</li> <li>• Activities that support Unit 16 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review endings that can signal time or number (-s, -es, -ed, -ing, -'s, -s', -en, -ed)</li> <li>• Review comparative and superlative adjectives -er, est</li> <li>• Activities that support Unit 17 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review endings that can signal time or number (-s, -es, -ed, -ing, -'s, -s', -en, -ed)</li> <li>• Review comparative and superlative adjectives -er, est</li> <li>• Activities that support Unit 18 Mastery Tasks</li> </ul>
<b>Assessments</b>			<p><b>Administer Mid-Year Assessments:</b></p> <ul style="list-style-type: none"> <li>• Summative Test C</li> <li>• Timed Writing: Expository</li> </ul>

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

## Recommended Pacing Guide Third Quarter – Book D (units 19-21)

Components	Unit 19 Concepts (2-3 weeks)	Unit 20 Concepts (2-3 weeks)	Unit 21 Concepts (2-3 weeks)
<b>Daily Activities:</b> independent reading, read aloud/shared reading, paraphrasing, and journal writing			
<b>Word Study (phonemic concepts and phoneme-grapheme correspondence, syllabication)</b>	<ul style="list-style-type: none"> <li>R- controlled vowel syllables: ar, or, er, ir, ur</li> <li>Activities to support Unit 19 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Open syllables</li> <li>Activities to support Unit 20 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Final silent –e syllables</li> <li>Activities to support Unit 21 Mastery Tasks</li> </ul>
<b>Word Recognition and Spelling</b>	<ul style="list-style-type: none"> <li>Unit 19 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Doubling rule review (-er, -est)</li> <li>Word sorting</li> <li>Activities to support Unit 19 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 20 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Word building and sorting</li> <li>Activities to support Unit 20 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 21 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Word sorting</li> <li>Activities to support Unit 21 Mastery Tasks</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Idioms, expressions, and word combinations</li> <li>Latin prefixes, suffixes, and roots</li> <li>Activities to support Unit 19 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Semantic sorting</li> <li>Idioms, expressions, and word combinations</li> <li>Latin prefixes, suffixes, and roots</li> <li>Activities to support Unit 20 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Semantic sorting</li> <li>Idioms, expressions, and word combinations</li> <li>Latin prefixes, suffixes, and roots</li> <li>Activities to support Unit 21 Mastery Tasks</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read alouds/shared reading (core novel, nonfiction, and poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills</li> <li>Bloom’s Taxonomy: emphasis on synthesis</li> <li>Story grammar/plot: emphasis on rising actions and climax</li> <li>Activities to support Unit 19 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read alouds/shared reading (core novel, nonfiction, and poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills emphasis on prediction</li> <li>Bloom’s Taxonomy: emphasis on synthesis</li> <li>Story grammar/plot: emphasis on rising actions and climax</li> <li>Activities to support Unit 20 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read alouds/shared reading (finish core novel, nonfiction, and poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills emphasis on prediction</li> <li>Bloom’s Taxonomy: emphasis on synthesis</li> <li>Story grammar/plot: emphasis on rising actions and climax</li> <li>Activities to support Unit 21 Mastery Tasks</li> </ul>

Components	Unit 19 Concepts (2-3 weeks)	Unit 20 Concepts (2-3 weeks)	Unit 21 Concepts (2-3 weeks)
<b>Writing</b>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>• Practice Masterpiece sentences</li> <li>• Practice expository paragraph writing</li> <li>• Practice persuasive paragraph writing</li> <li>• Review narrative writing (story elements and extended Quick Sketch)</li> <li>• Activities to support Unit 19 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b></p> <ul style="list-style-type: none"> <li>• Practice expository essays</li> </ul>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>• Practice Masterpiece sentences</li> <li>• Practice expository paragraph writing</li> <li>• Practice persuasive paragraph writing</li> <li>• Practice narrative writing</li> <li>• Activities to support Unit 20 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b></p> <ul style="list-style-type: none"> <li>• Practice expository essays</li> </ul>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>• Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>• Practice Masterpiece sentences</li> <li>• Practice expository paragraph writing</li> <li>• Practice persuasive paragraph writing</li> <li>• Practice narrative writing</li> <li>• Activities to support Unit 21 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b></p> <p>Practice expository essays</p>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Review verb endings (tense)</li> <li>• Review helping verbs</li> <li>• Modals</li> <li>• Five kinds of verbs may act as the main predicate verb of a sentence: action verbs, forms of be, forms of have, forms of do, modals</li> <li>• Activities to support Unit 19 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review verb endings (tense)</li> <li>• Review helping verbs</li> <li>• Review Modals</li> <li>• Pronouns: first, second, and third person</li> <li>• Activities to support Unit 20 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Review pronouns: first, second, third person</li> <li>• Review subject</li> <li>• Review verb phrases</li> <li>• Possessive pronouns</li> <li>• Activities to support Unit 21 Mastery Tasks</li> </ul>
<b>Morphology</b>	<ul style="list-style-type: none"> <li>• Prefixes: in-, im-, ir-, il-</li> <li>• Suffixes: -est, -er, -or, -ic, -ward</li> <li>• Activities to support Unit 19 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes: a-, an-, ana-, bi-, de-, di-, re-, intro-, over-, tri-</li> <li>• Activities to support Unit 20 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Prefixes: ab-, ad-, ac-, af-, al-, ap-, as-, at-, ag-, dis-, dif-, un-</li> <li>• Suffixes: -ate, -ite, -ure, -ize, -ine, -ism, -ship, -some</li> <li>• Activities to support Unit 21 Mastery Tasks</li> </ul>

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

## Recommended Pacing Guide Fourth Quarter – Book D (units 22-24)

Components	Unit 22 Concepts (2-3 weeks)	Unit 23 Concepts (2-3 weeks)	Unit 24 Concepts (2-3 weeks)
<b>Daily Activities:</b> independent reading, read aloud/shared reading, paraphrasing, and journal writing			
<b>Word Study</b> <b>Word Study</b> (phonemic concepts and phoneme-grapheme correspondence, syllabication)	<ul style="list-style-type: none"> <li>Syllable division: pattern vccv; pattern vcv</li> <li>Activities to support Unit 22 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>When –y occurs at the end of a word, it represents a long vowel sound.</li> <li>In words ending in –y the grapheme represents long /i/, or long /e/.</li> <li>Activities to support Unit 23 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Review consonant digraphs</li> <li>Vowel digraphs: Long /a/ ai, ay, ea, ey Long /e/ ee, ea, ie, ey Long /i/ ie, uy Long /o/ oa, ow, oe</li> <li>Review syllable types: closed, r-controlled, open, and final –e</li> <li>Vowel digraph syllable</li> <li>Activities to support Unit 24 Mastery Tasks</li> </ul>
<b>Word Recognition and Spelling</b>	<ul style="list-style-type: none"> <li>Unit 22 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Doubling rule review</li> <li>Drop it rule</li> <li>Multisyllable Word Spelling Grid</li> <li>Activities to support Unit 22 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 23 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Word sorting</li> <li>Memory words</li> <li>Inflections – change rule</li> <li>Activities to support Unit 23 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Unit 24 words to read/spell</li> <li>Phonetically regular words</li> <li>Nonphonetic words</li> <li>Fluency Builders</li> <li>Phrases and sentences for dictation and fluency</li> <li>Word sorting</li> <li>Memory words</li> <li>Activities to support Unit 24 Mastery Tasks</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Semantic sorting</li> <li>Idioms, expressions, and word combinations</li> <li>Latin prefixes, suffixes, and roots</li> <li>Activities to support Unit 22 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Word building</li> <li>Idioms, expressions, and word combinations</li> <li>Latin prefixes, suffixes, and roots</li> <li>Activities to support Unit 23 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Define unit words</li> <li>Multiple meanings</li> <li>Vocabulary Expansion exercises</li> <li>Word building</li> <li>Idioms, expressions, and word combinations</li> <li>Latin prefixes, suffixes, and roots</li> <li>Activities to support Unit 24 Mastery Tasks</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read alouds/shared reading (grade level short stories, nonfiction, novel, poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills emphasis on prediction</li> <li>Bloom’s Taxonomy: emphasis on synthesis</li> <li>Story grammar/plot: emphasis on rising actions and climax</li> <li>Activities to support Unit 22 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read alouds/shared reading (grade level short stories, nonfiction, novel, poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills emphasis on paraphrasing</li> <li>Bloom’s Taxonomy: review knowledge, comprehension, application, analysis, and synthesis</li> <li>Story grammar/plot: emphasis on rising actions and climax</li> <li>Activities to support Unit 23 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading</li> <li>Read alouds/shared reading (grade level short stories, nonfiction, novel, poetry)</li> <li>Decodable text – J&amp;J Reader activities</li> <li>Summary writing</li> <li>Active reading and listening skills emphasis on paraphrasing</li> <li>Bloom’s Taxonomy: review knowledge, comprehension, application, analysis, and synthesis</li> <li>Story grammar/plot: emphasis on rising actions and climax</li> <li>Activities to support Unit 24 Mastery Tasks</li> </ul>

Components	Unit 22 Concepts (2-3 weeks)	Unit 23 Concepts (2-3 weeks)	Unit 24 Concepts (2-3 weeks)
<b>Writing</b>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>Practice Masterpiece sentences</li> <li>Practice expository paragraph writing</li> <li>Introduce response to literature paragraph writing</li> <li>Activities to support Unit 22 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b> Practice expository essays</p>	<p><b>Core Instruction (Must Do):</b></p> <ul style="list-style-type: none"> <li>Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>Practice Masterpiece sentences</li> <li>Practice expository paragraph writing</li> <li>Reinforce response to literature paragraph writing</li> <li>Activities to support Unit 23 Mastery Tasks</li> </ul> <p><b>Extended Options (Can Do):</b> Process paper: expository paragraph or essay</p>	<p><b>Core Instruction (Must Do)</b></p> <ul style="list-style-type: none"> <li>Journal writing/activities (J&amp;J and/or read aloud/shared reading topics)</li> <li>Practice Masterpiece sentences</li> <li>Practice response to literature paragraph writing</li> <li>Activities to support Unit 12 Mastery Tasks</li> <li><b>Administer Post Assessment Timed Writing (Cold Write) – expository – suggested prompt – Time Capsule</b></li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Review pronouns</li> <li>Review verb phrases</li> <li>Activities to support Unit 22 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Review pronouns (number and person)</li> <li>Review verb phrases</li> <li>Pronouns: form and function (subject pronouns, object pronouns, possessive pronouns)</li> <li>Activities to support Unit 23 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Review pronouns</li> <li>Review verb phrases</li> <li>Activities to support Unit 24 Mastery Tasks</li> </ul>
<b>Morphology</b>	<ul style="list-style-type: none"> <li>Prefixes: anti-, mal-, mis-, mono-, mon-, multi-, non-, con-, col-, com-, cor-, ex-, ef-</li> <li>Activities to support Unit 22 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: -ly, -ty, -ity, -y, -ery, -ary, -ory, -ry</li> <li>Roots: port, spec</li> <li>Activities to support Unit 23 Mastery Tasks</li> </ul>	<ul style="list-style-type: none"> <li>Roots: cred, jec/ject</li> <li>Suffixes: -an, -ian, -ean</li> <li>Activities to support Unit 24 Mastery Tasks</li> </ul>
<b>Assessments</b>			<p><b>Administer Post Year Assessments:</b></p> <ul style="list-style-type: none"> <li>Summative Test D</li> <li>Timed Writing: Expository</li> <li>End-of-Course Exit Exam (6<sup>th</sup> Grade Content Standards)</li> </ul>

\*\*\*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**

Learning the Code  
Phonemic Awareness Drills 1-3  
Listening for Sounds in Words  
Word Sort/Fluency Builders  
Define It  
J & J Readers/Independent Reading/  
Shared Reading/Read Aloud  
Journal  
Adjectives

## **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.

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

**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><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Independent Practice Closure</p>
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding occurs continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

**Active Participation:** Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should include both covert and overt active participation strategies, incorporating cooperative learning structures and brain research. Some of the possible active participation strategies include:

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

## 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)
- Instructor's Manual Level 2 (green)
- Instructional Resource Guide for Teachers
- Sounds and Letters – 1 book
- Sounds and Letters – 1 set of cards
- Student Mastery Books Level 1 (Books C-D) (blue and green)- 1 per student
- J&J Language Readers Level 1 (Book C) (blue)- 10 per classroom
- J&J Language Readers Level 2 (Book D) (green)- 10 per classroom
- C and D Summative Tests, Teacher Edition, Level 1 and Level 2
- Summative Tests, Student Edition, Level 1 (Book C) (blue)- 1 per student
- Summative Tests, Student Edition, Level 2 (Book D) (green)- 1 per student

### **Supplemental Text:**

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

### **Recommended Reinforcement Materials:**

- J&J Vocabulary Cards, Levels 1 and 2
- Sort It!
- Games & Activities for Readers and Spellers
- LANGUAGE! Categories
- LANGUAGE! Roots
- Morphemes for Meaning
- *Visualizing and Verbalizing for Language Comprehension and Thinking* by Nanci Bell of Lindamood-Bell Learning Processes

### **FOR READ ALOUD/SHARED READING:**

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

• **Suggested Read Alouds and Shared Reading:**

- ✓ Read Alouds and Shared Reading are essential components in text reading.
- ✓ During shared reading, each child has a copy of the novel/text and follows along as the teacher is reading aloud
- ✓ The **bolded** titles represent the common novel for the grade level. The common novel should be read by all students (at that grade level).
- ✓ Read Alouds and Shared Reading should include selections from McDougal Littell books: *Language of Literature, Bridges to Literature, and InterActive Reader.*
- ✓ Read Alouds and Shared Reading should include one additional title per year, in addition to the required novel.
- ✓ If classes are mixed grade levels, choose the title based on the largest number of students at a grade level in the class.
- ✓ Read Alouds and Shared Reading can support *Step up to Writing strategies* development, and text structure.
- ✓ Other text that can be used are picture books, short stories, 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**

<b>Paulsen, Gary; <i>Hatchet</i></b>	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**

<b>Lowry, Lois; <i>The Giver</i></b>	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**

<b>Taylor, Mildred; <i>Roll of Thunder, Hear My Cry</i></b>	Byars, Betsy; <i>The Summer of the Swans</i>
Crew, Linda; <i>Children of the River</i>	Forbes, Esher; <i>Johnny Tremaine</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.

	<b>Diagnosis</b> Pre-Assessment Data	<b>Monitor</b> Mid-Year Assessment Data	<b>Evaluate</b> Post Year Assessment
<b>LANGUAGE! A Literacy Intervention Curriculum</b>	<ul style="list-style-type: none"> <li>◆ LOL Placement test</li> <li>◆ Encoding tests</li> <li>◆ Decoding tests</li> <li>◆ Grammar tests</li> </ul>	<ul style="list-style-type: none"> <li>◆ Mastery Tasks</li> <li>◆ Fluency Builders</li> <li>◆ Student Notebooks</li> <li>◆ Journal Writing/Activities</li> <li>◆ Summative Test C</li> </ul>	<ul style="list-style-type: none"> <li>◆ Mastery Tasks</li> <li>◆ Summative Test D</li> <li>◆ End-of-Course Exit Exam (6<sup>th</sup> Grade Content Standards)*</li> </ul>
<b>Step Up to Writing Assessments</b> <u>(District Developed Assessments)</u>	<ul style="list-style-type: none"> <li>◆ Timed Writing (Cold Write)</li> </ul> Genre: Expository Prompt: Making a Meal or Snack	<ul style="list-style-type: none"> <li>◆ Timed Writing (Cold Write)</li> </ul> Genre: Expository Prompt: Advice to Parents or Locker Room Procedures	<ul style="list-style-type: none"> <li>◆ Timed Writing (Cold Write)</li> </ul> Genre: Expository Prompt: Time Capsule

**\*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"> <li>• Encoding</li> <li>• Grammar</li> <li>• Decoding</li> <li>• Expository Timed Writing (Cold Write)</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Test C</li> <li>• Expository Timed Writing (Cold Write)</li> </ul>	<ul style="list-style-type: none"> <li>• Summative Test D</li> <li>• Expository Timed Writing (Cold Write)</li> </ul>

### Assessment Administration Timelines

#### Intermediate Language!

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

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

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

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

**1. Students Mastery Books/LANGUAGE! Mastery Tasks**

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

**2. LANGUAGE! Summative Tests**

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

**3. Journal Writing/Activities**

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

**4. Summary Writing**

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

**5. Process Papers**

Students complete 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 C

## 8. Final

Summative Test – Book D

## 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

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