



**MIDDLE SCHOOL COURSE OUTLINE**

<b>Department</b>	English/Reading				
<b>Course Title</b>	Reading Development/ Fast Track Before or After School Tutorial	<b>Course Code</b>	1556		
<b>Abbreviation</b>	READ DEV/FAST TRK	<b>Grade Level</b>		6,7,8	
<b>Course Length</b>	1 Quarter, enrollment continues until student meets exit criteria	<b>Required</b>		<b>Elective</b>	Yes

**COURSE DESCRIPTION:**

Reading Development/Fast Track is a before or after school tutorial course designed to improve the reading skills of middle school students who have not yet become grade-level readers. Emphasis is upon increasing students’ reading comprehension strategies, application of flexible decoding strategies, reading vocabulary, and metacognitive strategies for reading both narrative and informational text with comprehension and fluency. This class is to be taken as a 3 to 4 day per week before or after school tutorial with a recommended time of 1 hour a day.

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

- Achieve the 6<sup>th</sup> grade standards as indicated by multiple measures
- Read to learn
- Develop new and important vocabulary through extensive opportunities to read and through teacher-directed vocabulary instruction
- Develop fundamental skills in reading that provide the foundation for grade level work in the language arts
- Think critically about what they read in order to increase comprehension of text
- Practice the skills necessary to pass the California High School Exit Exam
- Work to become proficient life-long readers
- Acquire literacy skills essential to being successful in the workplace

**STATE CONTENT STANDARDS – Grade 6**

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

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

- 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
  - *Grade 4 (1.1) Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.*
  - *Grade 3 (1.1) Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.*
  - *Grade 3 (1.2) Decode regular multi-syllabic words.*

- 1.2 Identify and interpret figurative language and words with multiple meanings. (CST, CAHSEE)
  - *Grade 5 (1.5) Understand and explain the figurative and metaphorical use of words in context.*
  - *Grade 4 (1.6) Distinguish and interpret words with multiple meanings.*
- 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. (CST)
  - *Grade 5 (1.2) Use word origins to determine the meaning of unknown words.*
  - *Grade 4 (1.2) Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.*
- 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. (CST)
  - *Grade 4 (1.3) Use knowledge of root words to determine the meaning of unknown words within a passage.*
  - *Grade 3 (1.6) Use sentence and word context to find the meaning of unknown words.*
- 1.5 Understand and explain “shades of meaning” in related words (e.g., *softly* and *quietly*) (CST)
  - *Grade 5 (1.3) Understand and explain frequently used synonyms, antonyms, and homographs.*
  - *Grade 4 (1.5) Use a thesaurus to determine related words and concepts.*
- 1.6 Apply context clues such as definition, restatement, example, comparison, contrast, cause and effect, and grammatical usage to assign meaning to an unknown word or to determine the meaning of a known word with multiple meanings. (CST)
  - *Grade 4 (1.3) Use knowledge of root words to determine the meaning of unknown words within a passage.*
  - *Grade 3 (1.6) Use sentence and word context to find the meaning of unknown words.*
- 1.7 Demonstrate the ability to recognize a synonym for a printed word. (CST)
  - *Grade 5 (1.3) Understand and explain frequently used synonyms, antonyms, and homographs.*
  - *Grade 4 (1.5) Use a thesaurus to determine related words and concepts.*
  - *Grade 3 (1.4) Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.*

## **Reading Comprehension 2.0**

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

- 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. (CST, CAHSEE)
  - *Grade 5 (2.1) Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.*
  - *Grade 4 (2.1) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.*
- 2.2 Analyze text that uses the compare-and-contrast organizational pattern. (CST)
  - *Grade 5 (2.5) Distinguish facts, supported inferences, and opinions in text.*
  - *Grade 4 (2.6) Distinguish between cause and effect and between fact and opinion in expository text.*
  - *Grade 4 (2.1) Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.*

- 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. (CST, CAHSEE)
  - *Grade 5 (2.3) Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.*
  - *Grade 3 (2.4) Recall major points in the text and make and modify predictions about forthcoming information.*
  - *Grade 3 (2.5) Distinguish the main idea and supporting details in expository text.*
- 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
  - *Grade 5 (2.5) Distinguish facts, supported inferences, and opinions in text.*
  - *Grade 5 (2.2) Analyze text that is organized in sequential or chronological order.*
  - *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.*
  - *Grade 3 (2.1) Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.*
- 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank-savings account, sports club, league membership). (CST)
  - *Grade 5 (2.1) Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.*
  - *Grade 5 (2.2) Analyze text that is organized in sequential or chronological order.*
  - *Grade 3 (2.7) Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).*
- 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. (CST)
  - *Grade 5 (2.4) Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.*
  - *Grade 4 (2.4) Evaluate new information and hypotheses by testing them against known information and ideas.*
- 2.7 Make reasonable assertions about a text and support the assertions with accurate citations. (CST, CAHSEE)
  - *Grade 5 (2.5) Distinguish facts, supported inferences, and opinions in text.*
  - *Grade 4 (2.6) Distinguish between cause and effect and between fact and opinion in expository text.*
  - *Grade 3 (2.2) Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from the text.*
- 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text. (CST, CAHSEE)
  - *Grade 5 (2.4) Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.*
  - *Grade 4 (2.4) Evaluate new information and hypotheses by testing them against known information and ideas.*

**PERFORMANCE STANDARDS:**

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

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

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

**Reading Development Performance Standard Criteria**

<b>Assessment/ Application</b>	<b>Not Proficient 1</b>	<b>Partial Proficient 2</b>	<b>Proficient 3</b>	<b>Advanced Proficient 4</b>
	<b>No Credit</b>		<b>Pass</b>	
Curriculum-Based Measure (CBM) Fluency Assessment	Reads less than 100 (words read correct per minute) WRCM on grade level passages	Reads 100 to 129 WRCM on grade level passages	Reads 130 to 149 WRCM on grade level passages	Reads 150 or more WRCM on grade level passages
Benchmark Book Assessment	Reads 4 or more years below grade level in fiction and non-fiction passages	Reads 3 years below grade level in fiction and non-fiction passages	Reads 1-2 years below grade level in fiction and non-fiction passages	Reads Grade Level or higher in fiction and non-fiction passages
Independent Reading	Never or rarely completes 20 minutes of daily outside reading from a variety of genres	Sometimes completes 20 minutes of daily outside reading from a variety of genres	Most of the time completes 20 minutes of daily outside reading from a variety of genres	Always completes 20 minutes of daily outside reading from a variety of genres

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

The tutorial session consists of two parts: a 30 minute session with the teacher and a 30 minute session of independent practice. The teacher should strategically place students in groups depending on need.

<b>LEVEL</b>	<b>GROUP 1 30 minutes direct instruction with teacher</b>	<b>GROUP 2 30 minutes independent practice</b>
3	Comprehension work using the following student magazines: <ul style="list-style-type: none"> <li><i>Treacherous Ice</i></li> </ul>	Fluency Practice Writing Independent Reading

LEVEL	GROUP 1 30 minutes direct instruction with teacher	GROUP 2 30 minutes independent practice
	<ul style="list-style-type: none"> <li>• <i>Amazing Plants</i></li> <li>• <i>Against the Odds</i></li> <li>• <i>Going, Going, Gone</i></li> <li>• <i>Jewels</i></li> </ul> Word Work Strand Set <ul style="list-style-type: none"> <li>• <i>Phonics and Decoding</i></li> </ul>	
4	Comprehension work using the following student magazines: <ul style="list-style-type: none"> <li>• <i>Shake, Rattle, and Roll</i></li> <li>• <i>Creepers, Crawlers, and Fliers</i></li> <li>• <i>Drag, Dirt and Other Racing</i></li> <li>• <i>Crushed</i></li> <li>• <i>Amazing Underwater Creatures</i></li> <li>• <i>Songbird</i></li> </ul> Word Work Strand Set <ul style="list-style-type: none"> <li>• <i>Phonics and Decoding</i></li> </ul>	Fluency Practice Writing Independent Reading
5	Comprehension work using the following student magazines: <ul style="list-style-type: none"> <li>• <i>Twisters and Drenchers</i></li> <li>• <i>Thrill Seekers</i></li> <li>• <i>Wrestle Mania</i></li> <li>• <i>Contamination</i></li> <li>• <i>Bears</i></li> <li>• <i>In the Ring</i></li> </ul> Word Work Strand Set <ul style="list-style-type: none"> <li>• <i>Phonics and Decoding</i></li> </ul>	Fluency Practice Writing Independent Reading
6	Comprehension work using the following student magazines: <ul style="list-style-type: none"> <li>• <i>Speed</i></li> <li>• <i>Blow Your Top</i></li> <li>• <i>So You Want this Job, Do You?</i></li> <li>• <i>Crazy Adventures</i></li> <li>• <i>Parasites</i></li> <li>• <i>Animation</i></li> </ul> Word Work Strand Set <ul style="list-style-type: none"> <li>• <i>Phonics and Decoding</i></li> </ul>	Fluency Practice Writing Independent Reading
7	Comprehension work using the following student magazines: <ul style="list-style-type: none"> <li>• <i>Burned</i></li> <li>• <i>Different People, Different Places</i></li> <li>• <i>Over the Edge</i></li> <li>• <i>Plagues</i></li> <li>• <i>Chocolate</i></li> <li>• <i>Stunt Doubles</i></li> </ul> Word Work Strand Set <ul style="list-style-type: none"> <li>• <i>Phonics and Decoding</i></li> </ul>	Fluency Practice Writing Independent Reading

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

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

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

<p><b>Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis</b></p>	<p>Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice</p>
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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 Strategies for ensuring consistent, simultaneous involvement of the minds of all students

**Covert Strategies**

- Recall
- Imagine
- Observe
- Consider
- Visualize

**Overt Strategies**

- Restate in Journal/Notes
- Hand Signals
- Cooperative Groups
- Choral Response
- Illustrate
- Role Play

- Stand Up/Sit Down
- Response Boards
- Graphic Organizers
- Give One/Get One
- Point to Examples

- Idea Wave
- Pair-Share
- Folded Paper
- “Foggiest” Point
- Brainstorm

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

Materials for the Reading Development / Fast Track course include a series of age-appropriate texts of various genres, both fiction and non-fiction, which students will read for a variety of purposes. Included in the program are materials to support word work, comprehension, and fluency.

**Basic Text:** Fast Track Reading; Wright Group / McGraw-Hill (2003)

**EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)**

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

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

**SUGGESTED CRITERIA FOR GRADING:**

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

**SUGGESTED GRADING SCALE**

Rubric Score		Grading Criteria
Advanced proficient	4 PASS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows and applies all <u>Fast Track</u> comprehension strategies</li> <li><input type="checkbox"/> Always participates</li> <li><input type="checkbox"/> Always completes SSR home reading requirement</li> </ul>
Proficient	3 PASS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows and applies most of the <u>Fast Track</u> comprehension strategie</li> <li><input type="checkbox"/> Participates most of the time</li> <li><input type="checkbox"/> Completes SSR home reading requirement most of the time</li> </ul>
Partially Proficient	2 NO PASS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows and applies some of the <u>Fast Track</u> comprehension strategies</li> <li><input type="checkbox"/> Participates some of the time</li> <li><input type="checkbox"/> Completes SSR home reading requirement some of the time</li> </ul>
Non or limited proficient	1 NO PASS	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knows and applies few or none of the <u>Fast Track</u> comprehension strategies</li> <li><input type="checkbox"/> Rarely participates</li> <li><input type="checkbox"/> Rarely or never completes SSR home reading requirement</li> </ul>

**SUGGESTED BALDRIGE QUALITY TOOLS TO MONITOR PROGRESS**

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

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

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

### Plus / Delta Chart

Ask these questions:

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

What didn't go well?

Where can you make improvements?

PLUS +	DELTA $\sigma$

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

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

**Reading Development / Fast Track is a Pass/No Credit course.**

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