

Reading Acceleration Program Part One

Essential Curriculum

UNIT 1: DECODING, FLUENCY, AND VOCABULARY

Goal 1. Decoding: The student will demonstrate the ability to read grade level text accurately.

Objectives-The student will be able to:

- a. Use a variety of phonetic skills to read unfamiliar words.
- b. Decode words in grade-level text by:
 - Sounding out common word parts.
 - Breaking words into familiar parts including root words, affixes, compounds, contractions, possessives, and inflectional endings.
 - Reading high frequency or sight words with accuracy.
- c. Reread and self-correct while reading.
- d. Use word context clues (meaning), sentence structure (syntax), and visual clues to guide self-correction.

Goal 2. Fluency: The student will demonstrate the ability to read orally with accuracy and expression at a rate that sounds like speech.

Objectives-The student will be able to:

- a. Apply knowledge of word structures and patterns to read with automaticity.
- b. Demonstrate appropriate use of phrasing by:
 - Attending to sentence patterns and structures that signal meaning in text.
 - Using punctuation cues to guide meaning and expression.
 - Using pacing and intonation (emphasis on certain words) to convey meaning and expression.
 - Adjusting intonation and pitch (rise and fall of spoken voice) appropriately.

Goal 3. Vocabulary: The student will demonstrate the ability to use a variety of strategies and opportunities to understand word meaning and to increase vocabulary.

Objectives-The student will be able to:

- a. Acquire new vocabulary through listening to, independently reading, and discussing a variety of literary and informational texts.
- b. Discuss words and word meanings daily as they are encountered in text, instruction, and conversation.
- c. Apply and refine a conceptual understanding of new words by:
 - Classifying and categorizing increasingly complex words.

- Explaining relationships between and among words (antonyms and synonyms, multiple meaning words, specialized use of vocabulary in specific content areas).
- d. Understand and acquire new vocabulary by:
 - Using context to determine the meanings of words.
 - Using word structure to determine the meanings of words.
- e. Select and use resources to increase learning (general and specialized dictionaries, thesauruses, other related print and/or electronic references).
- f. Use new vocabulary in speaking and writing to gain and extend content knowledge and clarify expression.

UNIT 2: STRATEGIC READING

Goal 1. The student will demonstrate the ability to use the strategic reading process.

Objectives-The student will be able to:

- a. Explain what good readers do before, during, and after reading.
- b. Define strategic reading.
- c. Describe strategies that could be used before, during, and after reading to construct meaning from a particular text.
- d. Select and apply appropriate strategies to understand text before reading, during reading, and after reading.
- e. Collect samples of strategic reading throughout the unit (e.g., student generated lists of reading strategies they use).
- f. Evaluate strategic reading growth by reflecting on samples.

Goal 2. The student will demonstrate the ability to construct, extend, and examine meaning from grade level reading materials before, during, and after reading.

Objectives-The student will be able to:

- a. Use prior knowledge to preview and make predictions about grade level content materials.
- b. Write self-questions while reading grade level materials to aid comprehension.
- c. Monitor and maintain comprehension while revising predictions as needed.
- d. Identify connections between previous chapters or parts and current reading.
- e. Summarize on or above grade level texts by paraphrasing, organizing, and drawing inferences to interpret information.
- f. Refine and extend a conceptual understanding of new words (e.g. classify, analyze complex words, etc.).
- g. Define, acquire, and use new vocabulary through context, word structure, and additional learning resources.
- h. Read a minimum of 25 self-selected and/or assigned books or book equivalents representing various genres.

UNIT 3: COMPREHENSION OF INFORMATIONAL TEXT [Information Literacy]

Goal 1. The student will demonstrate the ability to review and apply the Big6™ process to a topic with minimal assistance from the teacher.

Objectives - The student will be able to:

- a. Develop a research question that is of importance to the researcher, with minimal assistance from the teacher.
- b. Determine and evaluate the most appropriate resources.
 - Explain why certain sources may or may not be useful to the researcher's question. (See The Information Literacy Resource Guide Grades 6-8 on the Document Repository: The Big6™ Evaluate Your Website for m).
 - Determine the reliability and the quality of specific sources.
 - Analyze how authors use the structure and features of informational text to achieve their purposes or to make information accessible and usable.
- c. Locate and access information in resources by applying reading strategies such as scanning, skimming, and careful reading.
 - Define primary sources as original or first-hand accounts, and define secondary sources as accounts that present and interpret information drawn from primary or secondary sources.
 - Read, use, and identify characteristics of primary and secondary sources of academic information.
 - Classify given sources as primary or secondary.
 - Choose primary and secondary sources that are most likely to answer research and guiding questions (print, non-print, and electronic) sources such as: textbooks, trade books, research and historical documents, autobiographies and biographies, speeches, websites and other on line materials and electronic databases.
- d. Extract relevant information from appropriate sources using a note taking process, and a provided or self-selected graphic organizer.
 - Use a variety of graphic organizers based on purpose (e.g., I-chart, Two Across Notes, Inspiration™).
 - Interpret and analyze important ideas and messages in informational texts.
 - Analyze and evaluate text features (e.g., print, graphics, informational aids, online aids) to extend understanding.
 - Summarize accurately, in one's own words, non-fiction passages while incorporating key ideas to the research question.
 - Identify and eliminate redundant and unimportant information from research notes.
 - Use authoritative citations when effective, and document appropriately.
 - Note bibliographic information by using a recognized format for documentation such as MLA.
- e. Organize information from multiple sources and present information.
 - Create presentations using a variety of mediums (e.g., iPhoto, PowerPoint, word processing, debates & speeches, posters).

- Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions such as capitalization, punctuation, spelling, and pronunciation.
- f. Evaluate the Big6™ process (See the Information Literacy Resource Guide Grades 6-8 on the Document Repository: Evaluation/Reflection The Big6™ Information Skills Process form).

UNIT 4: READING TO PERFORM A TASK

Goal 1. The student will demonstrate the ability to follow a set of directions for a variety of tasks.

Objective-The student will be able to:

- a. Describe the purpose of a task from a set of directions.
- b. Summarize procedures outlined by a set of directions.
- c. Interpret steps, illustrations, and diagrams as they relate to a set of directions.
- d. Assess how effectively peers perform a task according to a set of directions.

Goal 2. The student will demonstrate the ability to evaluate a set of directions.

Objective-The student will be able to:

- a. Evaluate the wording, form, and sequence of a set of directions.
- b. Assess the degree to which written directions and graphic elements enable the reader to complete the task successfully.
- c. Complete a task according to a set of directions and assess the degree of accuracy.

Goal 3. The student will demonstrate the ability to improve a set of directions, Based on evaluation.

Objective-The student will be able to:

- a. Design or improve visual aids for a set of directions to assist the reader in performing the task.
- b. Revise the wording of directions to improve clarity.
- c. Revise the form of a set of directions to improve the reader's understanding.
- d. Revise the sequence of steps in directions to eliminate confusion.

Goal 4. The student will demonstrate the ability to compare two sets of directions for the same task.

Objective-The student will be able to:

- a. Describe the purpose of the task outlined by two sets of directions.
- b. Identify differences in two sets of directions for the same task.
- c. Group the differences according to wording (vocabulary, missing information, clarity, effective verb use, etc.), form (bullets, paragraphs, numbers, illustrations, spacing, outline vs. paragraph, etc.), and sequence in the two sets of directions.

- d. Identify and group differences in two sets of directions, and draw conclusions about how these differences affect the reader's understanding.

Goal 5. The student will demonstrate the ability to revise two ineffective sets of directions for the same task to produce a new one.

Objective-The student will be able to:

- a. Select the best elements of wording, form, and sequence from two sets of directions for the same task.
- b. Revise wording, form, and sequence as necessary to promote understanding.

Goal 6. The student will demonstrate the ability to revise a set of directions to improve accuracy and clarity.

Objective-The student will be able to:

- a. Summarize a set of directions, incorporating relevant ideas and using his/her own words.
- b. Evaluate the wording, form, and sequence of a set of directions.
- c. Evaluate the effectiveness of illustrations and diagrams.
- d. Rewrite a set of directions to improve accuracy and clarity.

Goal 7. The student will demonstrate the ability to create a set of directions to perform a task.

Objective-The student will be able to:

- a. Describe the task to be performed.
- b. Write a set of directions that include appropriate graphics, language, form, and sequence.
- c. Revise a draft of directions based on peer feedback.
- d. Evaluate the wording, form, and sequence of a set of directions using given or self-generated evaluative criteria.

UNIT 5: COMPREHENSION OF LITERARY TEXT

Goal 1. The student will demonstrate the ability to interact with literature in order To construct, examine, and extend meaning.

Objectives-The student will be able to:

- a. Generate and justify questions about a text that suggest a particular response.
- b. Summarize fiction passages incorporating relevant ideas and using his/her own words.

Goal 2. The student will demonstrate the ability to access prior knowledge and relate it to ideas found in text through oral and written communication.

Objectives- The student will be able to:

- a. Explore personal connections to a passage through group discussion.
- b. Compose personal reflection responses to a literary selection.
- c. Evaluate written responses with checklists and rubrics.

Goal 3. The student will demonstrate the ability to relate life experience to situations and passages presented in texts from a personal response/reflection stance through written response.

Objectives-The student will be able to:

- a. Make notes in the margin and write personal reflection questions and responses to a text during reading.
- b. Free write from the personal reflection/response stance in response to questions and prompts.
- c. Compare personal experiences to those experiences of a literary character or story event.
- d. Draw connections between personal experiences and the theme or main idea, and discuss the implications of the text for the reader and for society.
- e. Examine and read multiple texts (fiction and non-fiction) to write a personal response.
- f. Support personal responses with specific references to text.

Goal 4. The student will demonstrate the ability to examine, analyze, and evaluate interpretations that are not explicitly stated in the text.

Objectives-The student will be able to:

- a. Identify, analyze, and evaluate the author's purpose and point of view and their effects on meaning.
- b. Analyze and evaluate how literary elements contribute to meaning and/or create style and tone (e.g., hyperbole, idioms, imagery, word choices, language choices that create tone, figurative language).
- c. Analyze and evaluate the plausibility of the plot and the credibility of the characters.
- d. Define and differentiate among facts, opinions, assumptions, and inferences.
- e. Generate and compare opinion and fact statements about a work of literature.
- f. Formulate and differentiate between questions of fact and interpretation about a work of literature.
- g. Identify, analyze, and evaluate main ideas and universal themes.
- h. Analyze and evaluate language choices that create tone.

Goal 5. The student will demonstrate the ability to share and justify interpretations by using text for support in group discussion.

Objectives-The student will be able to:

- a. Perform multiple readings of a work of literature while taking specific notes to facilitate deeper understanding.

- b. Formulate possible answers to questions about a work of literature through group discussion.
- c. Justify oral interpretations by citing supporting details, passages, and elements from a work of literature.
- d. Examine and analyze nonfiction texts for similarities and differences among ideas.
- e. Reflect on and explain personal connections to the text.
- f. Explain the implication of the text for the reader and/or society.

Goal 6. The student will demonstrate the ability to write an effective interpretation.

Objectives-The student will be able to:

- a. Summarize or paraphrase fiction, poetry, and non-fiction passages accurately, incorporating relevant details and using his or her own words.
- b. State a clear and defensible interpretation.
- c. Use note-taking strategies and appropriate graphic organizers to collect and organize relevant ideas from the text to support an interpretation.
- d. Determine whether a quote or paraphrase proves more compelling support for a given interpretation.
- e. Analyze when a writer should quote rather than paraphrase the text in support of a given interpretation.
- f. Justify an interpretation by paraphrasing or quoting the text.

Goal 7. The student will demonstrate the ability to explain an author's use of literary devices that elicits a desired response from the reader.

Objectives- The student will be able to:

- a. Define an author's craft/style (techniques the author uses to communicate a message).
- b. Identify and explain how imagery contributes to meaning and creates style.
- c. Identify and explain how elements of style such as parallelism and understatement contribute to meaning.
- d. Identify and interpret important literary devices used in a literary work.
- e. Describe and analyze the impressions that an author's use of literary devices in a passage creates for the reader.
- f. Compare one's own evaluation of an author's craft with that of others in group discussion.
- g. Describe an author's values and attitudes based on the literary work.
- h. Analyze and evaluate relationships between and among characters and events.
- i. Identify, analyze, and evaluate conflicts that motivate characters' actions in the plot and its resolution.

Goal 8. Students will demonstrate the ability to evaluate effective strategies for developing a meaningful critical response to a work of literature.

Objectives- The student will be able to:

- a. Assess critical responses using a scoring key or rubric.
- b. Generate and assess questions of meaning throughout a work.
- c. Monitor the meaning in a work through the use of a visual organizer.
- d. Note or describe strategies used to increase understanding.
- e. Describe how a reader develops a critical stance.
- f. Evaluate effective strategies using a reader's check list for success in reading for information or for literary experience.

UNIT 6: STUDY SKILLS

Goal 1. The student will demonstrate the ability to manage time.

Objectives-The student will be able to:

- a. Create and use a personal calendar for time management.
- b. Identify a time and place to complete homework and study.

Goal 2. The student will demonstrate the ability to identify main ideas and supporting details.

Objectives-The student will be able to:

- a. Use highlighting techniques.
- b. Create an outline to improve organization and comprehension of informational text.
- c. Take notes effectively using the Cornell Method of Note-taking.

Goal 3. The student will demonstrate the ability to develop and apply test-taking techniques.

Objectives-The student will be able to:

- a. Use mnemonic devices to improve comprehension and retention as part of test preparation.
- b. Apply test-taking techniques for a variety of tests including multiple choice, true/false, matching, fill in the blank, and essay.