

Reading Acceleration Program Part Two

Essential Curriculum

UNIT 1: DECODING, FLUENCY, AND VOCABULARY

Goal 1. Decoding: Students 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 texts by:
 - Sounding out common word parts.
 - Breaking words into familiar parts including root words, affixes, compounds, contractions, possessives, and inflectional endings.
 - Recognizing 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: Students 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.
- c. Read familiar text at a rate that is conversational and consistent.

Goal 3. Vocabulary: Students 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. Students 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. Students 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

Goal 1. Students will demonstrate the ability to evaluate potential primary and secondary sources related to particular research topics and subtopics.

Objectives-The student will be able to:

- a. Develop a research question and guiding questions to structure a research topic.
- b. 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.
- c. Read, use, and identify characteristics of primary and secondary sources of academic information.
- d. Classify given sources as primary or secondary.
- e. Explain the value of using primary sources in research.
- f. Identify primary and secondary sources related to particular research questions.
- g. Choose primary and secondary sources that are most likely to answer research and guiding questions.

Goal 2. Students will demonstrate the ability to collect appropriate data from primary and secondary sources to answer a research question.

Objectives-The student will be able to:

- a. Locate information from selected primary and secondary sources by applying appropriate reading strategies such as scanning, skimming, and careful reading.
- b. Identify information from the text to make generalizations and inferences.
- c. Analyze and evaluate text features (e.g., print, graphics, informational aids, online aids) to extend understanding.
- d. Record relevant information using note-taking strategies from pertinent sources to answer a research question.
- e. Use authoritative citations when effective, and document appropriately.
- f. Note bibliographic information by using a recognized format for documentation such as MLA.

Goal 3. Students will demonstrate the ability to organize and summarize data collected and describe and assess strategies for using a variety of sources.

Objectives-The student will be able to:

- a. Summarize non-fiction passages accurately, incorporating key ideas to the research question and using his or her own words.
- b. Analyze how authors use the structure and features of informational text (functional documents) such as advertisements or flyers to achieve their purposes or make information accessible and usable.
- c. Complete an organizer for recording data pertinent to a research question.
- d. Identify and eliminate redundant and unimportant information from research notes.

- e. Use suitable traditional and electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions as capitalization, punctuation, spelling, and pronunciation.

Goal 4. Students will demonstrate the ability to develop and answer a research question and describe and assess strategies for using a variety of sources.

Objectives-The student will be able to:

- a. Create potential research questions.
- b. Determine whether various research questions are appropriate.
- c. List possible specific sources and types of sources that can be used to investigate given research topics.
- d. Choose and read appropriate primary and secondary sources including a variety of print and electronic informational texts.
- e. Analyze and evaluate text features to facilitate and extend understanding of informational texts (e.g., print, graphics, informational aids, online aids) to extend understanding.
- f. Analyze knowledge of organizational patterns of informational text to facilitate understanding, analysis, and evaluation.
- g. Interpret, analyze, and evaluate important ideas and messages from informational texts (e.g., determining the author's/text's purpose, the intended audience, the author's viewpoint, main ideas, application, etc.).
- h. Evaluate suitability and reliability of the text for the reading purpose.
- i. Analyze and evaluate an author's argument or position for clarity, bias, and persuasion and its effects on meaning.
- j. Evaluate the quality of specific sources (e.g., informational websites, articles, books, interviews).

Goal 5. Students will demonstrate the ability to analyze and evaluate purposeful use of language.

Objectives-The student will be able to:

- a. Analyze and evaluate specific word choice and its contribution to meaning and style.
- b. Analyze and evaluate specific language choices to determine tone.
- c. Analyze and evaluate the appropriateness of tone or shift in tone.

Goal 6. Students will demonstrate the ability to apply knowledge of organizational patterns of informational text to facilitate understanding, analysis, and evaluation.

Objectives-The student will be able to:

- a. Analyze the organizational patterns of text (transition or signal words and phrases).
- b. Analyze and evaluate the contribution of the organizational pattern to clarifying or reinforcing meaning and supporting the author's purpose and/or argument.

- c. Analyze and evaluate how authors use the structure and features of informational text (advertisements or flyers) to achieve their purposes or to make information accessible and usable.

UNIT 4: READING TO PERFORM A TASK

Goal 1. Students will demonstrate the ability to revise two ineffective sets of directions for the same task to produce a new one.

Objectives-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 2. Students 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 3. Students 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. Students 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. Students will demonstrate the ability to define and extend comprehension skills by reading, analyzing, and interpreting a variety of self-selected and assigned literary texts.

Objectives-The student will be able to:

- a. Listen to, read, and discuss a variety of literary texts representing diverse cultures, perspectives, ethnicities, time periods, and literary eras.
- b. Listen to, read and discuss a variety of literary forms and genres.

Goal 3. Students 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 4. Students 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. Assess prior understandings of concepts and processes in response to non-fiction text.
- f. Examine and read multiple texts (fiction and non-fiction) to write a personal response.
- g. Support personal responses with specific references to text.

Goal 5. Students 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 imagery and evaluate its contribution to meaning and style.
- i. Analyze and evaluate language choices that create tone.
- j. Analyze and evaluate similar themes across multiple texts.
- k. Analyze and evaluate the author's approach to issues of time including flashback, foreshadowing, non-sequential narratives, and parallel action/episodes.

Goal 6. Students 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 7. Students 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 8. Students will demonstrate the ability to explain an author's use of literary devices to elicit 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 literary work.
- h. Analyze and evaluate relationships between and among characters and events.
- i. Identify, analyze, and evaluate conflicts that motivate characters' actions and the plot and its resolution.

Goal 9. 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 reader's checklist for success in reading for information or for literary experience.

UNIT 6: STUDY SKILLS

Goal 1. Students 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. Students 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. Students 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.