

## **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.