

Glendale Unified School District

Middle School

April, 2004

Department: English/Language Arts

Course Title: English Essentials 6

Course Number:

Grade: Rising 6th going to 7th

Length of Course: Six weeks/2 hours per day summer session course for rising 6th grade students on an Individualized Intervention Learning Plan (IILP) or who are academically at-risk.

Semester Credit: 5 (Credit/No Credit)

Approved Text: Summer Success: Reading
J. Baumann, L. Robb, M. Vinz
Great Source Education Group
2001

Course Description: This course is a standard-aligned. It is designed to support reading and writing fluency for students who will be enrolled in 7th grade in the following year and who have demonstrated significant gaps in reading and writing, are on an IILP, or are academically at-risk. It is a comprehensive course designed to help below grade level readers and writers. Students will read to build oral reading fluency, content vocabulary, concepts, and reading comprehension skills in all genres.

I. Student Learning Objectives

A. Reading

1. Word Analysis, Fluency, and Systematic Vocabulary Development Use knowledge of word origins and word relationships, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
 - a. Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. (1.1)

b. Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. (1.3)

2. Reading Comprehension (Focus on Informational Materials) Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using knowledge of text structure, organization, and purpose.

a. Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. (2.1)

b. Analyze text that uses the compare-and-contrast organizational pattern. (2.2)

c. Connect and clarify main ideas by identifying their relationships to other sources and related topics. (2.3)

d. Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. (2.4)

e. Determine the adequacy and appropriateness of the evidence for an author's conclusions. (2.6)

f. Make reasonable assertions about a text through accurate, supporting citations. (2.7)

B. Writing

1. Writing Strategies

Write clear, coherent, and focused essays. The writing exhibits students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

a. Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. (1.1)

b. Create multiple-paragraph expository compositions: (1.2)

1) Engage the interest of the reader and state a clear purpose.

- 2) Develop the topic with supporting details an precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.
 - 3) Conclude with a detailed summary linked to the purpose of the composition.
- c. Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. (1.3)
- d. Revise writing to improve the organization and consistency of ideas within and between paragraphs. (1.6)
2. Writing Applications (Genres and Their Characteristics)
Write expository, and Response to Literature essay. Writing demonstrates a command of standard American English.
- a. Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): (2.2)
- 1) State the thesis or purpose.
 - 2) Explain the situation.
 - 3) Follow an organizational pattern appropriate to the type of composition.
 - 4) Offer persuasive evidence to validate arguments and conclusions as needed.
- b. Write responses to literature:
- 1) Develop an interpretation exhibiting careful reading, understanding, and insight.
 - 2) Organize the interpretation around several clear ideas, premise, or images.
 - 3) Develop and justify the interpretation through sustained use of examples and textual evidence.

C. Written and Oral English Language Conventions

1. Written and Oral English Language Conventions

Write and speak with a command of standard English conventions appropriate to the grade level.

- a. Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.
- b. Identify and properly use grammar, indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.
- c. Use correct punctuation.
- d. Use correct capitalization.
- e. Spell frequently misspelled words correctly (e.g. their, they're, there).

II. Timeline

A.	Word Analysis	10%
B.	Reading Comprehension	50%
C.	Writing Application	30%
D.	Written Conventions	10%

III. Instructional Strategies/Skills

A. Direct Explicit Instruction/Guided Practice

Throughout the teaching process the teacher demonstrates “Strategic Thinking” through active modeling. Literary researches are:

1. Teacher explains *what* a strategy consists of
2. Teacher explains *why* this strategy is important.

3. Teacher explains *when* to use the strategy in actual reading (e.g., what to notice in a text that tips off the reader that this particular strategy should be used).
4. Teacher *models how* to perform the strategy in an actual context (e.g., by doing a think – aloud using a real text) while students observe.
5. Teacher *guides learner practice*. Teachers and students work through several increasingly challenging examples of the strategy together using authentic texts. Teacher gradually releases responsibility to the students, allowing them to do what they are capable of on their own and intervening and supporting only when needed and only as much as is absolutely needed.
6. Students *independently use* the strategy as they pursue their own reading and projects.

B. Active Reading Strategies

1. Connect (Prior knowledge)
 - ♦ Think about your own life when you read something.
 - ♦ Think of something similar that you have gone through, seen, or heard.
 - ♦ Think about what you already know about the topic of the reading.
2. Visualize (Picture It)
 - ♦ Make a picture in your mind of what the text says.
 - ♦ Imagine you are looking at what is described
 - ♦ What does this picture remind me of?
3. Question (Think through the Text)
 - ♦ Let questions come to your mind when you read.
 - ♦ If something doesn't make sense, don't pass it by.
 - ♦ Ask or write a question to yourself.
 - ♦ Look for the answers to your questions.
4. Clarify (Understand It)

Slow down and make sure you understand what you are reading. Reread something to make sure you understand what it meant. As you read farther, expect to understand or to find out more.

 - ♦ Summarize. Tell what happened in your own words.
 - ♦ Identify the main idea of the paragraph, especially nonfiction.
 - ♦ Make inferences about what the author meant by didn't say. Read between the lines and use your own experiences to figure it out.
5. Evaluate (Wrap It Up)

- ♦ Form opinions about what you read as you read it.
- ♦ Evaluate again after you read it.

- C. Writing (Literary Analysis)
- ♦ Pre-writing
 - ♦ Determining thesis
 - ♦ Developing interpretation
 - ♦ Text support
 - ♦ Writing

IV. Assessment

- A. Word Analysis Fluency (Pre/Post)

Summer Reading Success Oral Reading Rate

- B. reading Comprehension (Pre/Post)

Summer Reading Success Comprehension Assessment

- C. writing (Pre/Post)

Literary response and Analysis

- Read Passage
- Analysis based on writing prompt

V. Recommended Materials

- A. CORE

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- B. Supplemental Materials

Fasttrack Fluency Component

Leveled Reading Novel
State of California approved reading list.