

Glendale Unified School District

Middle School

April, 2004

Department: English/Language Arts

Course Title: Bridge English Essentials 8

Course Number:

Grade Level: Rising 8th (High School)

Length of Course: Six weeks/2 hours per day summer session or equivalent number of hours; zero or 7th period during school year.

Semester Credits: 5 (Credit/No Credit)

Approved Text: Bridges to Literature – California Edition – Level II
McDougal Littell
Copyright 2002

FastTrack (Fluency Strand)
Judith Cohen, Ed. D.
Wright Group
2000

Strategies To Achieve Reading Success (STAR)
Various authors
Curriculum Associates, Inc.
Copyright

Comprehensive Assessment of Reading Strategies (CARS)
Curriculum Associates
Copyright 1998

Independent Reading
Classroom Library – Approved Leveled Reading
Accelerated Reader

Course Description: This course is a standards-based intervention program with an integrated language arts focus. The course is designed to support reading and writing of rising 8th graders on an Individualized Intervention Learning Plan (IILP) who are nonpromotes and who will be in Bridge (9) following the summer session. The strategies

used to implement the program include modeled reading, guided reading, and independent reading. Student's reading level is determined using STAR Reading and/or San Diego Quick Assessment of Reading Fluency and McLeod Assessment of Reading Comprehension. Students have access to reading material at their tested reading level. The focus of written expression is Response to Literature and Summary. The goal of the program is to help students develop reading strategies, build comprehension skills, and gain understanding of the components of literary response and writing summaries.

I. Student Learning Objectives

A. Reading

1. **Word Analysis, Fluency, and Systematic Vocabulary Development**
Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
 - a. Word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. (1.3)
2. **Reading Comprehension (Focus on Informational Materials)**
Students read and understand grade-level-appropriate materials. They describe and connect the essential ideas, arguments, and perspective of the text by using their knowledge of text structure, organization, and purpose.
 - a. Compare and contrast the features and elements of consumer materials to gain meaning from documents (2.1)
 - b. Find similarities and differences between texts in the treatment, scope, or organization of ideas. (2.3)
 - c. Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. (2.4)
 - d. Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. (2.7)
3. **Literary Response and Analysis**
Students read and respond to historically or culturally significant works of literature.

- a. Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved. (3.2)
- b. Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. (3.3)
- c. Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text. (3.4)
- d. Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. (3.5)

B. Writing

1. Writing Strategies

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

- a. Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. (1.1)
- b. Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. (1.2)
- c. Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. (1.3)
- d. Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. (1.6)

2. Writing Applications (Genres and Their Characteristics)

Students write expository compositions, Response to Literature, and summaries of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and drafting strategies outlined in Writing Standard 1.0.

- a. Write responses to literature: (2.2)
 - 1) Exhibit careful reading and insight in their interpretations.

- 2) Connect the student's own responses to the writer's techniques and to specific textual references.
 - 3) Draw supported inferences about the effects of a literary work on its audience.
 - 4) Support judgements through references to the text, other works, other authors, or to personal knowledge
- b. Write summaries of Reading Materials: (2.5 grade 7)
- 1) Include the main ideas and most significant details.
 - 2) Use the student's own words, except for quotations.
 - 3) Reflect underlying meaning, not just the superficial details.

C. Written and Oral English Language Conventions

1. Written and Oral English Language Conventions

Students write and speak with a command of standard English conventions appropriate to this grade level.

- a. Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
- b. Edit written manuscripts to ensure that correct grammar is used.
- c. Use correct punctuation and capitalization.
- d. Use correct spelling conventions.

II. Timeline

| | | |
|----|-----------------------|-----|
| A. | Reading Word Analysis | 10% |
| B. | Reading Comprehension | 40% |
| C. | Writing | 40% |
| 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. The research-based steps of explicit instruction 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. Writing Comprehension

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.
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 but didn't say. Read between the lines and use your own experiences to figure it out.

5. Evaluate (Wrap It Up)

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

IV. Assessment

A. Word Analysis/Fluency (Pre/Post)

San Diego Quick Assessment of Reading Fluency

B. Reading Comprehension (Pre/Post)

McLeod Assessment of Reading Comprehension
Secondary Reading Assessment (Optional)

C. Writing (Pre/Post)

Response to literature essay
7th grade (CDE)
Reading passage and response to prompt

V. Recommended Materials

A. CORE

Bridge to Literature – California Edition – Level II
McDougal Littell
Copyright 2002

Reading In the Content Area
Various authors
Teacher Created Material
Copyright 2001

Comprehensive Assessment of Reading Strategies (CARS)
Curriculum Associates
Copyright 1998
FastTrack (Fluency Strand)

Judith Cohen, Ed. D.
Wright Group
2000

B. Supplemental Materials

Classroom Library (Approved)
Leveled Books – Accelerated Reader
McDougal Littell
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