Reading Intervention Course

(Tier 2)

Grades 6 – 8

Curriculum Committee Members
Edward Beckmann, Central Middle School
Heather Coleman, West Middle School
Monica Diggs, North Middle School
Lisa Dlabick, West Middle School
Nicole Fritz, North Middle School
Melissa Heyen, West Middle School
Precious Mitchell, North Middle School
Barbara Shipp, East Middle School
Rhonda Spotanski, West Middle School
Regina Ware, Central Middle School
Amanda Weber, West Middle School
Tamara Wells, Central Middle School
Michelle Wilbert, Central Middle School

Holly Putnam, English Language Arts Curriculum Coordinator
Reviewed by Middle School ELA Teachers on March 16, 2015

Approved by the Board of Education on May 12th, 2015
# TABLE OF CONTENTS

Hazelwood School District Mission Statement ............................................. 3
Hazelwood School District Vision Statement ................................................ 3
Hazelwood School District Goals ................................................................... 3
Curriculum Overview .................................................................................... 4
Course Overview ........................................................................................... 5
Recommended Pacing Guide .......................................................................... 9
Daily Instructional Components ..................................................................... 10
Reading Intervention Curriculum – Unit 1 ................................................... 12
Reading Intervention Curriculum – Unit 2 ................................................. 118
Reading Intervention Curriculum – Unit 3 ................................................. 169
Appendices ................................................................................................... 205
Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal #1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal #2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.
Curriculum Overview

MAP data indicates a need for strengthening our current 6th grade curriculum as the district's ELA trend shows 36.4% of students scoring proficient and advanced in 2014, 38.0% scoring proficient and advanced in 2013 and 33.7% scoring Basic and Below Basic in 2012. Internal Scholastic Reading Inventory (SRI) scores are further confirmation that after completing the current 6th grade curriculum 67% of students are reading below grade level.

In addition to the analyzed data trends, a change in state standards and reading level expectations has resulted in a need for intensive curriculum revision to ensure Hazelwood’s students are adequately prepared to meet grade-level learning expectations.

After a careful review of annual data and longitudinal cohort data it was determined by both the Curriculum Department and the District Literacy Task Force that a revised curriculum was a high-priority necessity.

The curriculum committee members researched best practices before beginning to revise the curriculum; therefore, the curriculum supports a reading/writing approach that emphasizes literature circles and reading strategies, the writing process, and writing that is defined by the Standards-Based Scoring Guides for Each Genre.

The committee members aligned the curriculum with the 2010 Missouri Learning Standards published by DESE. The curriculum meets all of the state and district requirements for research, technology, workplace readiness skills, gender/racial equity, and disability awareness.

The curriculum contains reference to Universal Assessments, such as SRI and Aims Web Progress Monitoring probes. As the curriculum is implemented and taught, the assessments will be revised. The assessments are required; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Some of the learning activities are very sequential and, when all of them are used, a student should be able to successfully complete the performance assessment. Other activities provide a menu of suggestions, and the teacher should select from those offered or design his/her own.

Some of the objectives in the curriculum are sequential because they build on necessary skills. Other objectives will need to be sequenced in a way that fits a thematic or interdisciplinary approach.

The Hazelwood Required Instructional Components for 6th – 8th grade should be used by teachers when selecting the order of the objectives. The Hazelwood Required Instructional Components ensures an appropriate balance of reading, writing, and word study that is recommended by research and the District Literacy Task Force recommendations from 2015. All English Language Arts teachers should select objectives and resources to best match the instructional activities and fit the needs of their students. One of the two Instructional Frameworks that contain the required components should be used by all teachers to ensure consistent and rigorous instruction. Although there may be occasional exceptions to these formats, the Instructional Frameworks should be followed to ensure our students consistently receive high quality reading, speaking, listening and writing instruction.
COURSE TITLE: ENGLISH LANGUAGE ARTS 6
GRADE LEVEL: 6th

Course Description:
The Middle School Intervention course is designed to improve the reading, writing, listening, and speaking skills of students who are reading a half a year (.5) to a year and a half below grade level. The course promotes essential literacy, discourse and thinking skills required for students to acquire new information independently as lifelong learners. Throughout this course students will gain proficiency through multiple opportunities to expand their academic vocabulary and closely analyze literature texts, informational texts and poetry. Students will work collaboratively with their teachers, peers and educational community to develop clear communication skills in both writing and verbal discourse. The middle school intervention course is a required course that is taken concurrently with English Language Arts 6-8 courses, for students reading more than half a year below grade level.

Course Rationale:
The English Language Arts curriculum is considered essential for the academic, social and cognitive development of students who are expected to become successful and productive members of society. Students who are reading below grade-level in Middle School are at risk for falling further behind and potentially not earning credit for High School course work due to reading deficiencies. The Middle School Intervention curriculum will prepare students to improve their reading strategies and skills by allowing them to practice essential reading skills in a supportive Readers’ Workshop environment. The English Language Arts curriculum is designed to help students catch up and succeed in English Language Arts coursework.

Course Scope and Sequence

<table>
<thead>
<tr>
<th>Unit 1: Strategies for Active Reading Fiction Texts</th>
<th>Unit 2: Nonfiction Techniques and Tips</th>
<th>Unit 3: Poetry, Plays and Interpreting Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 class periods of 40 minutes in length</td>
<td>55 class periods of 40 minutes in length</td>
<td>55 class periods of 40 minutes in length</td>
</tr>
</tbody>
</table>
Unit Objectives

Unit 1: Active Reading Fiction Strategies
1. The learner can cite textual evidence to support my analysis of the text and what it says explicitly as well as inferences drawn from fiction text.
2. The learner can cite textual evidence about characters to support my analysis of the text and what it says explicitly as well as inferences drawn from fiction text.
3. The learner can cite textual evidence about the setting to support my analysis of fiction text and what it says explicitly as well as inferences drawn from the text.
4. The learner will demonstrate understanding of text by making inferences when reading fiction.
5. The learner will be able to use their inference skills to make connections.
6. The learner can determine a theme or central idea of fiction text and how it is conveyed through particular details.
7. The learner can provide a summary of the text distinct from personal opinions or judgments.
8. The learner can determine the meaning of words and phrases as they are used in fiction text, including figurative meanings.

Unit 2: Nonfiction Techniques and Tips
1. The learner can cite textual evidence to support analysis of the text and what it says explicitly as well as inferences drawn from nonfiction text.
2. The learner can draw inferences from informational text.
3. The learners can determine a theme or central idea of informational text and how it is conveyed through particular details.
4. The learner can provide a summary of the text distinct from personal opinions or judgments.

Unit 3: Poetry, Plays and Interpreting Text
1. The learner can cite textual evidence to support my analysis of the text and what it says explicitly.
2. The learner can determine the theme or central idea of a poem, play or complex text and how it is conveyed through particular details.
3. The learner understands how to interpret figurative language and use it to impact the tone of their writing.
4. The learner will be able to cite evidence to compare and contrast elements of each poem through use of textual evidence in regards to figurative language, sensory language, and poetic elements.
5. The learner will be able to cite evidence to analyze the impact of specific word choice on meaning and tone in poems.
Essential Terminology/Vocabulary

Essential Vocabulary in this course represents words from three tiers of vocabulary recommended in research.

### Hazelwood Vocabulary Acquisition Plan

<table>
<thead>
<tr>
<th>Tier 3</th>
<th>Academic Vocabulary from English Language Arts skills and standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>Academic Vocabulary found across and within texts</td>
</tr>
<tr>
<td>Tier 1</td>
<td>6th – 8th Grade High Frequency Word Lists</td>
</tr>
</tbody>
</table>

A list of High Frequency Tier 1 words for each grade are taught throughout each trimester. Academic vocabulary is taught through learning targets and skills to represent Tier 3 words. Tier 2 words are determined based upon the commonly used academic words within each text read with students. The key Tier 3 academic vocabulary words for each are listed below.

#### Unit 1

Adjective and trait, character, character trait, central idea, comparison, conflict and solution, connections and evidence, description, direct, explicit, fiction, implied and detail, indirect, inference, metaphor, nonfiction, outline, plot, problem, prior knowledge, setting, simile, story, summary, textual evidence, text-to-text, text-to-self, text-to real world, theme, time and location, and vivid images.

#### Unit 2

Cite, central idea, combine, condense, delete, evidence, inferences, main idea and details, substitute, supporting details, textual, text, theme, topic.

#### Unit 3

Inference, poetry/poem, poetic device, stanza, analyze, close reading, visualize and theme, Theme, evidence and details, Poetry, Limerick, rhyme, metaphor, simile, alliteration and interpret, Figurative language, rhyme, repetition, stanza, metaphor, simile, alliteration, allusion, allegory and sensory language.

### Approved Course Materials and Resources:

**Reading Instructional Resources:**

**Whole Class Novel Sets (3 Per trimester)**

Each teacher will receive a set of whole class novels to read use to model reading strategies with students.

**Literature Circle Novel Sets (Sets of 10 each per teacher)**

Each teacher will receive additional text sets to use with small groups of students to practice applying reading skills.
Hazelwood School District 6th – 8th Grade Tiered Vocabulary List

Resource Note: The Language of Literature anthology, from the previous curriculum, can be used for short supplemental reading passages to compliment students’ current classroom reading for the purposes of modeling or re-teaching. Novels should be checked out to students so that students can read independently.

Writing Instruction:

- Strategies for Writers Teacher’s Guide
- Strategies for Writers Student Workbook

Additional Resources:

- Online Text
  - News ELA
  - Readworks

- Online Dictionary and Thesaurus Resources
  - http://www.thefreedictionary.com

- Citation Websites
  - http://content.easybib.com/citation-guides
  - https://owl.english.purdue.edu/owl/section/2/

- Video: A maximum of 6 hours per semester of videos or cuttings from videos may be shown