

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Course Outline Effective Reading

**Date:** May 2003

**Proposed Grade Level(s):** 7 & 8

**Grading:** A-F

**Prerequisites:** Two years below Total Reading Level on Standardized Test, or 40% on SAT 9  
Total Reading

### **BRIEF COURSE DESCRIPTION:**

Effective Reading is an elective course offered in the seventh, eighth, and ninth grades relating to the development of reading skills. A specific emphasis is placed on enhancing decoding, fluency, and comprehension skills.

A board-approved list of textbooks constitutes the basis of student instruction. Approved by the FCUSD Board of Education in November 2002, the list sets forth all texts around which the curriculum has been designed.

### **GENERAL GOALS/PURPOSES:**

Emphasis is placed on accelerating student learning so that students will achieve the ability to read at grade level or make significant strides toward that objective. The goals for the course correspond to reading goals listed under the State Content Standards in the Reading/Language Arts Framework for California Public Schools.

### **STUDENT READING COMPONENT:**

Students will read a variety of materials, which could include reading skills books, novels, timed readings, short stories, articles, plays, and public forms and documents. Students are assessed in September and May on comprehension, fluency and decoding skills.

- **Word Analysis and Systematic Vocabulary Development**

Students apply etymological and morphological knowledge to word meanings, including instruction in word derivation. Students employ a variety of strategies, such as using context clues, to determine the meaning of new or unfamiliar words in a text.

- **Comprehension**

Students produce evidence of comprehension by paraphrasing ideas, distinguishing between fact and opinion, identifying the main idea of a passage, recognizing a sequence of events, drawing logical inferences, reading for key facts, and understanding the author's approach and purpose. Students learn the difference between narrative text and reading informational or expository text. Students understand the importance of metacognition in the reading process.

- **Decoding**

Through direct phonics instruction, students become adept at decoding words and develop effective strategies for reading polysyllabic words.

- **Fluency and Automaticity**

Through systematic instruction in phoneme awareness, phonics, and sight words, students will improve their ability to read with accurate word recognition and natural syntactic phrasing. Students will improve their ability to mark the phrase boundaries in conventional text. Through timed readings and paired readings, students will improve their reading speed.

- **Reading Strategies**

Students will develop increased competency in recognizing text structures, previewing texts, guided reading, monitoring and metacognition, summarizing and synthesizing.

- **Independent Reading**

Students will engage in independent reading through sustained silent reading assignments within the classroom and at home. Reading will be documented and supported by reading logs, journals, accelerated reader testing, and reading calendars.

### **STUDENT WRITING COMPONENT:**

Students will practice summarization and paraphrasing techniques, work with reader response logs, and write interactive responses within their consumable texts.

- **Writing Strategies**

Students will apply strategies acquired through reading skills in their writing, with particular attention to the paragraph.

- **Writing Applications**

Students will work on strategies for following instructions, responding in complete sentences, articulating the main idea of a fiction or non-fiction passage, correctly summarizing a sequence of events, drawing logical inferences, and describing the author's approach and purpose within a text.

- **Written and Oral English Language Conventions**

Students will develop awareness of sentence and paragraph structure; punctuation; grammar and usage, diction, syntax, corrects spelling; outlining, and note taking skills.

### **STUDENT ORAL COMPONENT:**

Students will speak both formally and informally in response to a variety of assignments. Students may be asked to give narrative presentations, dramatic presentations, responses to literature, persuasive arguments, and descriptive presentations.

- **Listening and Speaking Strategies**

Students will develop an awareness of oral communications by applying elements of expressive discourse, using various visual aids, using devices of oral rhetoric (intonation, gestures, eye contact) and producing concise notes for extemporaneous oral presentations.

- **Speaking Applications**

Students will practice a variety of listening and speaking strategies through classroom discussion, fluency reading, paired reading, choral reading, book talks, poetry readings, literature circle discussions, and dramatic readings.

**DETAILED UNITS OF INSTRUCTION:**

See Appendix: Curriculum and Standards Plan

**THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:**

Writing, Reading, and Language Arts

**LAB FEE, IF REQUIRED:** None

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

See Appendix: Curriculum and Standards Plan

**DISTRICT ESLR'S TO BE ADDRESSED:**

Seventh, eighth, and ninth grade Effective Reading students will be:

- **Self-Directed Learners** who read and write independently, gaining confidence in their abilities to think on their own and take responsibility for their own learning. They will be guided toward independent learning as a life-long tool for success in the classroom and beyond.
- **Effective Communicators** who are able to read clearly and project their voices; read with the appropriate inflection and emphasis; and participate appropriately in small group and class discussions.
- **Collaborative Workers** who are capable of working in both large and small groups in order to produce well-organized, thoughtful products such as group presentations on topics raised in reading. Students will demonstrate a respect of the varying viewpoints offered from different members of a group and work produced by groups will demonstrate effort by all students.
- **Constructive Thinkers** who reflect on their reading and writing to enhance the outcomes of their work. Students will practice metacognitive strategies to improve their reading comprehension.
- **Quality Producers/Performers** who take pride in all assignments and realize the value of creating a product that is original in substance and an example of a personal best effort.
- **Responsible Citizens** who are prepared to contribute to our democracy in positive ways. Through their reading experiences students will gain an understanding of the responsibility, honor and integrity that is essential to become a functioning member of our society.

## Appendix

### **Curriculum & Standards Plan**

- I. Phonics/Decoding
  - Decode previously unknown multisyllabic words within sentences
  - Accurately read more multisyllabic words within sentences
  - Accurately read more multisyllabic words found in science, social studies, health textbooks, and other classroom materials
  - Read content area passages accurately and fluently
  - Master word attack skills
  - Syllabic Patterns:
    - Open and Closed Syllables
    - Vowel-Consonant-Vowel
    - Vowel-Consonant-Consonant-Vowel
  - Morphological Units
  - Guided Practice in Writing Polysyllabic Words
- II. Fluency and Automaticity
  - Timed Readings
  - Paired Readings
- III. Comprehension
  - Identifying the Main Idea
  - Distinguishing Fact from Opinion
  - Summarizing a Sequence of Events
  - Drawing Logical Inferences
  - Reading for Key Facts
  - Understanding the Author's Purpose
  - Understanding the Author's Approach
- IV. Guided Reading
  - Accessing Prior Knowledge
  - Identifying and Learning Key Vocabulary Words
  - Breaking the Text into Meaningful Segments
  - Employing Metacognitive and Monitoring Strategies
  - Summarizing and Synthesizing
- V. Independent Reading
  - Developing a Sustained Silent Reading Routine
  - Completing Full-Length Novels
  - Responding to and Recording Reading Progress

VI. Vocabulary

- Identifying Essential Vocabulary in a Text
- Using Context Clues to Determine Meaning
- Using a Dictionary Correctly and Productively

VII. Reading Strategies, Skill-Builders

- Summarizing
  - Rule-Based Strategy
  - Summary Frames
- Understanding the Main Idea
- Making Judgments
- Understanding Literary Forms
- Understanding Significant Details
- Recognizing Tone
- Understanding Characters
- Understanding Organization
- Making Inferences
- Drawing Conclusions
- Understanding Vocabulary

VIII. Assessment

- Gates-MacGinitie Reading Test (vocabulary and comprehension)
- Assessment of Decoding Skills
- One-Minute Oral Reading Assessment (Fluency)

IX. Reading Appreciation

- Classroom Library
- Instructor Book Talks
- Student Book Reports
- Literature Circles