



Course Outcome Summary

Course Information: (SPREA1) Reading 1/2

Description: This class is offered to students in grade 9 - 12 (recommendation from teachers or Lexile score) and can take for two years. This class addresses the gaps, delays, and deficits in skills and knowledge from previous grades and uses age appropriate and motivating materials to accelerate instruction. Each student will take a computer based inventory that will give him/her a Lexile score. This score will be used to choose appropriate computer material and independent reading books.

Instruction Level: Basic

Total Credits: 4 credits **2 hour block 2 credits each semester

Prerequisites: Grade BR-7 skill level

Textbooks: Scholastic Read 180 rBook Stage C

Course Standards:

ACT College and Career Readiness Standards

<http://www.act.org/content/act/en/college-and-career-readiness/standards/reading-standards.html>

Unit *These units are covered over two years

1. Survivors
2. Killer Plagues
3. Combat Zone
4. When Music Offends
5. In the Money
6. Amigo Brothers
7. Your Brain Exposed
8. Crime, Punishment...and Teens
9. The Front Lines of Justice

Unit Outlines

1. Survivors

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about survivors
- Discuss prior knowledge
- Practice vocabulary
- Identify topic, main idea, and details, idea web
- Practice word study strategies
- Write an expository paragraph using MEL-Con

2. Killer Plagues

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **REL 201.** Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy Readings about disease
- Discuss prior knowledge
- Practice vocabulary
- Identify steps used to find sequence of events
- Review strategies for finding main idea and details
- Practice word study strategies
- Write a narrative paragraph using MEL-Con

3. Combat Zone

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.

- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about war
- Discuss prior knowledge
- Practice vocabulary
- Identify the four story elements (setting, characters, plot, theme)
- Review strategies for reading for detail
- Identify mood, imagery and symbolism with in a poem
- Practice word study strategies
- Write a literature response using MEL-Con

4. When Music Offends

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the

essay.

- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about music
- Discuss prior knowledge
- Practice vocabulary
- Identify steps in summarizing
- Review strategies for identifying sequence of events
- Practice word study strategies
- Write an expository paragraph using MEL-Con

5. In the Money

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about money
- Discuss prior knowledge
- Practice vocabulary
- Identify steps used to find problems and solutions
- Review strategies for summarizing
- Practice word study strategies
- Write a persuasive paragraph using MEL-Con

6. Amigo Brothers

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success

- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about cultural diversity
- Discuss prior knowledge
- Practice vocabulary
- Identify four story elements
- Practice word study strategies
- Write a literature critique using MEL-Con

7. Your Brain Exposed

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **REL 202.** Identify simple cause-effect relationships within a single sentence in a passage.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about your brain
- Discuss prior knowledge
- Practice vocabulary
- Identify steps used to find cause and effect
- Review strategies for summarizing

- Practice word study strategies
- Write a narrative paragraph using MEL-Con

8. Crime, Punishment...and Teens

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about teens and crimes
- Discuss prior knowledge
- Practice vocabulary
- Identify steps used to compare and contrast
- Review strategies for finding cause and effect
- Practice word study strategies
- Write a descriptive paragraph using MEL-Con

9. The Front Lines of Justice

Standards:

- **CLR 201.** Locate basic facts (e.g., names, dates, events) clearly stated in a passage.
- **CLR 202.** Draw simple logical conclusions about the main characters in somewhat challenging literary narratives.
- **IDT 201.** Identify the topic of passages and distinguish the topic from the central idea or theme.
- **ORG 201.** Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., *then, this time*).
- **SYN 201.** Make simple comparisons between two passages.
- **FOC 201.** Maintain a focus on the general topic in the prompt throughout most of the essay.
- **ORI 203.** Present a minimal introduction and conclusion.
- **WME 201.** Understand the implication of a familiar word or phrase and of simple descriptive language

Essential Question:

- What do readers do to develop functional literacy skills?

Essential Knowledge:

- Teaching Comprehension
- Reinforcing vocabulary, concepts, and skills
- Applying skills to content area text
- Applying word knowledge
- Teaching writing
- Building success
- Teaching grammar, usage, and mechanics
- Developing functional literacy
- Readings about the Civil Rights Movement
- Discuss prior knowledge
- Practice vocabulary
- Identify steps used to find problems and solutions
- Review strategies for comparing and contrasting
- Practice word study strategies
- Write a personal narrative paragraph using MEL-Con