



Sparta Area School District

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Course Outcome Summary

Course Information: (SPREA3) Reading 3

Description: This class is offered to students in grades 11-12 (recommendation only) after they have completed two years of Reading 1/2 or have not reached their Lexile goal. This class is based on Reading 1/2 and will focus on age appropriate reading materials to assist them with their reading skills.

Instruction Level: Basic

Total Credits: 2

Prerequisites: Grade 5-7 skill level

Textbooks: Scholastic Read 180 rBook Flex II

Course Standards:

ACT College and Career Readiness Standards

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

Unit

1. **Who's Watching You (Life issues Nonfiction)**
2. **What Lies Beneath (Literature)**
3. **Love and War (Literature)**
4. **The Cutting Edge (Science Nonfiction)**
5. **Crash (Social Studies Nonfiction)**
6. **Dare to Lead (Social Studies Nonfiction)**

Unit Outlines

1. Who's Watching You

Standards:

- Vocabulary
- Comprehension (Main idea and details)
- Readings about life issues
- Practice word study strategies
- Write an expository paragraph using MEL-Con
- **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.
- **IDT 403.** Summarize key supporting ideas and details 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*).
- **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
- Teaching grammar, usage, and mechanics
- Developing functional literacy

2. What Lies Beneath

Standards:

- Vocabulary
- Comprehension (Story Elements)
- Readings about feelings and social skills
- Practice word study strategies
- Write a descriptive paragraph using MEL-Con
- **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*).
- **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
- Teaching grammar, usage, and mechanics
- Developing functional literacy

3. Love and War

Standards:

- Vocabulary
- Comprehension (Story Elements)
- Readings about diversity and relationships
- Practice word study strategies
- Writing a literary analysis
- **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*).
- **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
- Teaching grammar, usage, and mechanics
- Developing functional literacy

4. The Cutting Edge**Standards:**

- Vocabulary
- Comprehension (Problem and Solution)
- Readings about technological innovations
- Practice word study strategies
- Writing an expository essay
- **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*).
- **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
- Teaching grammar, usage, and mechanics
- Developing functional literacy

5. Crash

Standards:

- Vocabulary
- Comprehension (Compare and Contrast)
- Readings about economic issues
- Practice word study strategies
- Writing a narrative paragraph
- **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*).
- **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
- **SYN 201.** Make simple comparisons between two passages.

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
- Teaching grammar, usage, and mechanics
- Developing functional literacy

6. Dare to Lead

Standards:

- Vocabulary
- Comprehension (Making inferences)
- Readings about community service
- Practice word study strategies
- Write a persuasive essay
- **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*).
- **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
- **PPV 501.** Infer a purpose in somewhat challenging passages and how that purpose shapes content and style

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
- Teaching grammar, usage, and mechanics
- Developing functional literacy

