

DOWNEY UNIFIED SCHOOL DISTRICT
Middle School Course Outline

Course Title: Reading (One Semester)
Grade Level: 7,8
Prerequisites: Required course for selected students reading below grade level

Course Description:

This course is designed for students functioning below grade level in reading. It will provide an opportunity to gain an interest in reading while learning word attack, comprehension, and vocabulary skills. The class will be utilizing the newspaper, content-area books, and paperback novels and will apply these reading skills to other school subjects. A reading skills test will measure growth in reading.

Student Performance

Objectives for this

Course:

Students will

1. read minimum of one book per quarter and demonstrate their understanding by writing a short summary or presenting a short oral report.
2. identify the difference between main idea and supporting detail after reading a paragraph or story.
3. organize five or more major events from a story in correct sequence.
4. recognize and define meanings of synonyms, homonyms, and antonyms.
5. recognize and define meanings of prefixes, suffixes, and root words when introduced to new vocabulary.
6. distinguish fact from opinion in analyzing examples of fiction and non-fiction.
7. correctly state the author's purpose after reading a story, poem, or play.
8. use context clues in understanding new words.
9. formulate such inferences as character motives, author's purpose, conflict development, predicting outcomes, and drawing conclusions.
10. determine cause and effect relationships in explaining the main idea of the story or describing main events in the story.
11. adjust their rate of reading to the level of difficulty of the text material.

Reading – continued

12. apply study skills in interpreting maps, charts, and graphs contained in text materials.
13. recognize relationships between their own experiences and text materials.
14. correctly use basic location aids such as table of contents, index, glossary, main topic headings, and page numbers in locating specific information in textbooks.

Instructional Strategies

1. Group and individualized instruction
2. Lecture
3. Written and oral assignment
4. Group and individual projects
5. Audio-visual aids

Instructional Units

- Reading and discussion of news feature articles in newspapers (Optional)
 - A. Vocabulary development
 - B. Oral and silent reading
 - C. Discussion of content
 - D. Enrichment activities
- Reading and reporting on selected paperback novels
- Study and practice of word attack skills
- Study and practice of comprehension skills

Reading – continued

Evaluation

Student progress will be measured by:

- Completion and quality of assignments
- Attendance
- Class participation
- Tests/Quizzes
- Homework
- Teacher observation
- Teacher evaluation
- Standardized tests
- Student performance
- Portfolio assessment
- Authentic assessment
- Rubrics
- Electronic bookshelf

Materials and Resources

Extended Literature:

Alan and Naomie; Levoy
Baseball in April; Soto; HRW Lit
Black Pearl, The; O'Dell
Bridge to Terabithia, The; Paterson
Call It Courage; Perry
Cay, The; Taylor
Child of the Owl; Yep
Deathwatch; White
Egypt Game, The; Snyder
Follow the Leader; Garfield
From the Mixed-Up Files of Mrs. Basil E. Frankenweiler;
Kronigsburg
Great Gilly Hopkins, The; Paterson
Helen Keller; Gratt
Letters from Rifka; Hesse
Lupita Mañana; Beatty; HRW Lit
Mama's Bank Account; Forbes
Marching to Freedom: The Story of Martin Luther King, Jr.; Milton
My Brother Sam Is Dead; Collier & Collier
Outsiders, The; Hinton; HRW Lit

Reading – continued

Extended Literature (continued):

Pinballs, The; Byars
Racing the Sun; Pitts
Sign of the Beaver, The; Speare
Slave Dancer, The; Fox
Story of My Life, The; Keller
Summer of the Swans, The; Byars
Taking Sides; Soto