

**RENTON SCHOOL DISTRICT 403**

**DEPARTMENT OF INSTRUCTION**

**MIDDLE SCHOOL LANGUAGE ARTS**  
**Reading Curriculum Guide**

**Grades 6 through 8**

Adopted by the Board of Directors June 2006

If you have special needs which require this document to be provided in an alternative format, please contact the school principal (or program director) or Fred Row, ADA/504 Compliance Coordinator, 204-2421, 300 SW 7th St, Renton, Washington 98055.

# **ACKNOWLEDGEMENTS**

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# **DISTRICT PHILOSOPHY**

It is the paramount duty of a free society to educate its youth.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills, and attitudes that enable the student to achieve mental, physical, emotional, and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

The district fosters an educational process that helps all students achieve their greatest potential by:

- Offering curriculum that prepares students for their future.
- Emphasizing that diversity contributes positively to the individual and to the community.
- Providing learning experiences matched to the needs, interest, and abilities of the diverse student population.
- Extending learning opportunities beyond the school.
- Offering a variety of high quality instructional resources and services to students, staff and community.
- Supporting multiple instructional strategies.
- Providing resources and opportunities for the continuing professional development of staff.
- Conducting ongoing evaluations of instructional programs.
- Maintaining safe and inviting facilities that are conducive to learning.
- Creating partnerships that involve students, parents/guardians, staff, and other community members and organizations.
- Promoting effective communication.
- Valuing and encouraging development of a spirit of community service.
- Respecting the rights and responsibilities of all.

POLICY: 2000  
ADOPTED: September 14, 2005  
Renton School District No. 403  
Renton, Washington

## **BACKGROUND**

Recent research and assessment analysis has indicated the need to continue reading instruction through the middle school years. Washington State's K-12 Reading Model indicates that reading instruction falls into three broad categories: Tier I instruction for students who are at or above grade level; Tier II instruction, which provides students who are a year or two below grade level with additional supplemental instruction; and Tier III instruction for students who are significantly below grade level. Tier III students includes students who have qualified for special education services and students who are not receiving special education services but who are in need of intensive intervention in order to make progress. These students, according to the K-12 Reading Model, need an intense program of instruction that replaces the regular reading program.

In accordance with the K-12 Reading Model, The Middle School Reading Committee outlined a model for reading instruction in middle school and identified materials that would support reading instruction for the core reading course (Tier I), the supplemental program for students who need additional instruction (Tier II), and students who need intensive intervention (Tier III).

## COURSE DESCRIPTION

Students who are at or above grade level (Tier I students), together with students who are somewhat below grade level (Tier II students) will take a one semester reading course. This course provides instruction primarily in the areas of comprehension, fluency, and vocabulary. The instructional resources to support this course are found in *Prentice Hall Literature*, grades 6 through 8. The Prentice Hall Literature program is the secondary component of the K-5 Scott Foresman reading curriculum. It provides resources and scaffolding to challenge and support a wide range of learners to academic success.

In addition, struggling readers will receive additional reading instruction (Tier II). These students generally need additional support in the areas of decoding, comprehension, fluency, and vocabulary. In order to provide the reading teacher with necessary materials to focus instruction appropriately for these readers, the Committee recommends that a menu of options be adopted. *Jamestown Navigator* provides students with the opportunity to independently work on decoding, fluency, comprehension, and vocabulary. *Jamestown Reading—The Outside Edge* provides comprehension and fluency practice. *Read Naturally* provides additional practice with critical fluency and comprehension elements. *REWARDS* targets students who need support and practice in decoding longer words. High interest, low reading level books provide students with the in-context practice they need to gain skill mastery. Together, these materials provide the skills necessary for students to progress to grade level in reading.

Once the reading plan is fully implemented, students who are significantly behind in reading (more than two grade levels), but who do not receive special education support in reading, will be identified as Tier III reading students. These students will receive intensive reading instruction that replaces Tier I reading instruction. **LANGUAGE!** will provide the intensive instruction needed for these students.

## Reading Course Description: Tier I

### Curricular Materials:

*Prentice Hall Literature, Penguin Edition (2007)*

### Learning Goals:

1. Comprehension Strategies
  - a. Demonstrates understanding of theme or message and supporting details (GLE 2.1.3)
  - b. Summarizes with evidence from the reading (GLE 2.1.7)
  - c. Makes inferences or predictions based on the reading (GLE 2.1.5)
  - d. Interprets vocabulary critical to the meaning of the text (GLE 1.3.2)
  - e. Demonstrates understanding of literary elements or text features (GLE 2.2.3)
  - f. Compares and contrasts elements or information between and within texts (GLE 2.3.1)
  - g. Makes connections (cause and effect) (GLE 2.3.1)
  - h. Analyzes author's purpose (facts/opinion, point of view, tone) (GLE 2.4.2, 2.4.7)
  - i. Evaluates reasoning and ideas/themes related to the text (GLE 2.4.1, 2.4.5)
  - j. Extends information beyond text (make generalizations, draw conclusions, apply information) (GLE 2.4.1, 2.4.5)
  
2. Fluency
  - a. Applies fluency strategies to enhance comprehension (GLE 1.4.2)
  - b. Applies different reading rates to match text (GLE 1.4.3)
  
3. Vocabulary
  - a. Applies a variety of strategies to comprehend words and ideas in complex text (GLE 1.2.2)
  - b. Understands and applies new vocabulary (GLE 1.3.1)
  - c. Understands and applies content/academic vocabulary critical to the meaning of text (GLE 1.3.2)

## Reading Course Description: Tier II

### Curricular Materials:

*Jamestown Reading Navigator*

*Jamestown Reading: The Outer Edge*

*REWARDS*

*Read Naturally*

*High Interest-Low Reading Level Books*

### Learning Goals:

Targets will be determined from the list below depending on student assessment information.

1. Decoding
  - a. Applies understanding of phonics (GLE 1.1.4)
  
2. Fluency
  - a. Applies word recognition skills and strategies to read fluently (GLE 1.4.1, 1.4.2, 1.4.3)
  - b.
  
3. Comprehension
  - a. Demonstrates evidence of reading comprehension. (GLE 2.1.1 through 2.1.7)
  
4. Vocabulary
  - a. Applies a variety of strategies to comprehend words and ideas in complex text (GLE 1.2.2)
  - b. Understands and applies new vocabulary (GLE 1.3.1)
  - c. Understands and applies content/academic vocabulary critical to the meaning of text (GLE 1.3.2)

### Assessment:

MAPS will be used to determine initial placement in the Tier II supplemental reading course. Curricular diagnostic assessments will determine initial course of study as delineated by above Learning Goals. On-going progress monitoring will be used to monitor student progress and inform instructional decisions. Curricular summative assessments and MAPS will be used to determine overall progress.

## Reading Course Description: Tier III

### Curricular Materials:

*LANGUAGE!*

*Read Naturally*

*High Interest-Low Reading Level Books*

### Learning Goals:

Targets will be determined from the list below depending on student assessment information.

1. Decoding
  - a. Applies understanding of phonics (GLE 1.1.4)
  
2. Fluency
  - a. Applies word recognition skills and strategies to read fluently (GLE 1.4.1, 1.4.2, 1.4.3)
  
3. Comprehension
  - a. Demonstrates evidence of reading comprehension. (GLE 2.1.1 through 2.1.7)
  
4. Vocabulary
  - a. Applies a variety of strategies to comprehend words and ideas in complex text (GLE 1.2.2)
  - b. Understands and applies new vocabulary (GLE 1.3.1)
  - c. Understands and applies content/academic vocabulary critical to the meaning of text (GLE 1.3.2)

### Assessment:

MAPS, together with classroom assessment and teacher recommendations, will be used to determine initial placement in the Tier III intensive reading course. Curricular diagnostic assessments will determine initial course of study as delineated by above Learning Goals. On-going progress monitoring will be used to monitor student progress and inform instructional decisions. Curricular summative assessments and MAPS will be used to determine overall progress.

# INSTRUCTIONAL MATERIALS

## MATERIALS FOR TIER I READING CLASS:

### Prentice Hall Literature, Penguin Edition (2007)

#### **Grade 6**

Student Edition

Teacher's Edition

#### ***Teaching Resources***

PHSuccessnet Teacher's Online Access Pack

Interactive Textbook 6-year online access

Unit Resources Package

Unit 1 Unit Resource Book

Unit 2 Unit Resource Book

Unit 3 Unit Resource Book

Unit 4 Unit Resource Book

Unit 5 Unit Resource Book

Unit 6 Unit Resource Book

General Resources

#### ***Additional Assessment***

Standardized Test Preparation Workbook

Standardized Test Preparation Workbook,  
Teacher's Edition

Diagnostic and Benchmark Tests

#### ***Reading***

Reading Kit

Reader's Notebook

Reader's Notebook, Adapted Version

Reader's Notebook, English Learner's Version

Reader's Notebook Answer Key

#### ***Skills***

Skills Development Workbook

Daily Language Practice Transparencies

Graphic Organizer Transparencies

Fine Art Transparencies Volume 1

Fine Art Transparencies Volume 2

#### ***Technology***

Listening to Literature Audio CD

Spanish/English Summaries Audio CD  
Reader's Notebook Adapt/English Learner's  
Version Audio CD  
StudentExpress® CD-ROM  
TeacherExpress® CD-ROM  
From the Author's Desk DVD  
ExamView® Textbank Software

## **Grade 7**

Student Edition  
Teacher's Edition

### ***Teaching Resources***

PHSuccessnet Teacher's Online Access Pack  
Interactive Textbook 6-year online access  
Unit Resources Package  
Unit 1 Unit Resource Book  
Unit 2 Unit Resource Book  
Unit 3 Unit Resource Book  
Unit 4 Unit Resource Book  
Unit 5 Unit Resource Book  
Unit 6 Unit Resource Book  
General Resources

### ***Additional Assessment***

Standardized Test Preparation Workbook  
Standardized Test Preparation Workbook,  
Teacher's Edition  
Diagnostic and Benchmark Tests

### ***Reading***

Reading Kit  
Reader's Notebook  
Reader's Notebook, Adapted Version  
Reader's Notebook, English Learner's Version  
Reader's Notebook Answer Key

### ***Skills***

Skills Development Workbook  
Daily Language Practice Transparencies  
Graphic Organizer Transparencies  
Fine Art Transparencies Volume 1  
Fine Art Transparencies Volume 2

### ***Technology***

Listening to Literature Audio CD  
Spanish/English Summaries Audio CD  
Reader's Notebook Adapt/English Learner's  
Version Audio CD  
StudentExpress® CD-ROM  
TeacherExpress® CD-ROM  
From the Author's Desk DVD  
ExamView® Textbank Software

### **Grade 8**

Student Edition  
Teacher's Edition

### ***Teaching Resources***

PHSuccessnet Teacher's Online Access Pack  
Interactive Textbook 6-year online access  
Unit Resources Package  
Unit 1 Unit Resource Book  
Unit 2 Unit Resource Book  
Unit 3 Unit Resource Book  
Unit 4 Unit Resource Book  
Unit 5 Unit Resource Book  
Unit 6 Unit Resource Book  
General Resources

### ***Additional Assessment***

Standardized Test Preparation Workbook  
Standardized Test Preparation Workbook,  
Teacher's Edition  
Diagnostic and Benchmark Tests

### ***Reading***

Reading Kit  
Reader's Notebook  
Reader's Notebook, Adapted Version  
Reader's Notebook, English Learner's Version  
Reader's Notebook Answer Key

### ***Skills***

Skills Development Workbook  
Daily Language Practice Transparencies  
Graphic Organizer Transparencies  
Fine Art Transparencies Volume 1  
Fine Art Transparencies Volume 2

### ***Technology***

Listening to Literature Audio CD  
Spanish/English Summaries Audio CD  
Reader's Notebook Adapt/English Learner's  
Version Audio CD  
StudentExpress® CD-ROM  
TeacherExpress® CD-ROM  
From the Author's Desk DVD  
ExamView® Textbank Software

## **MATERIALS FOR TIER II READING INTERVENTION CLASS (ADDITIONAL INSTRUCTION):**

### **Jamestown Reading Navigator**

#### **6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grades**

Reading Navigator Online Computer Program, Levels 1-4  
Reading Navigator Teacher Resource Guide, Levels 1-4  
Reading Navigator inClass Readers, Level 1  
Reading Navigator inClass Readers, Level 2  
Reading Navigator inClass Readers, Level 3  
Reading Navigator inClass Readers, Level 4  
Reading Navigator, InTIME Magazine, Issue 2A  
Reading Navigator, InTIME Magazine, Issue 2B  
Reading Navigator, InTIME Magazine, Issue 3A  
Reading Navigator, InTIME Magazine, Issue 3B  
Reading Navigator, InTIME Magazine, Issue 4A  
Reading Navigator, InTIME Magazine, Issue 4B  
Reading Navigator, InTIME Magazine, Spanish, Level 2  
Reading Navigator, InTIME Magazine, Spanish, Level 3  
Reading Navigator, InTIME Magazine, Spanish, Level 4  
Reading Navigator, InTIME Magazine, Teacher's Guide, Level 2  
Reading Navigator, InTIME Magazine, Teacher's Guide, Level 3  
Reading Navigator, InTIME Magazine, Teacher's Guide, Level 4  
Reading Navigator in Class Audio, Level 1  
Reading Navigator in Class Audio, Level 2  
Reading Navigator in Class Audio, Level 3  
Reading Navigator in Class Audio, Level 4

### **Jamestown Reading**

The Outer Edge (Reading Fluency and Comprehension)

**Read Naturally**

Read Naturally ME (Masters Edition), including *sequenced levels, phonics series, multicultural series*

Read Naturally GATE (Group and Tutoring Edition)

**REWARDS**

REWARDS Intermediate Teacher's Guide

REWARDS Intermediate Student Book

REWARDS Secondary Teacher's Guide

REWARDS Secondary Student Book

**High Interest-Low Reading Level Books**

**MATERIALS FOR TIER III INTENSIVE CLASS:**

**LANGUAGE!**

**Read Naturally**

Read Naturally ME (Masters Edition), including *sequenced levels, phonics series, multicultural series*

Read Naturally GATE (Group and Tutoring Edition)

**High Interest-Low Reading Level Books**

## TECHNOLOGY

*Prentice Hall Literature* has several innovative ways to use computer to aid student learning and assessment. Teachers have access to all materials online, including Success Tracker, which provides diagnostic assessment and remediation. In addition, *Prentice Hall Literature* provides all student texts and student notebooks, plus assessment pieces, scaffolding for struggling readers, and supportive materials for English Language Learners on computer. These materials are online and can be accessed by students at home or at the library. It would be helpful for the reading teacher to have several student computers available in class to support student use of these supportive materials.

*Jamestown Reading Navigator* is an online computer program, which allows instruction to be targeted to individual student needs, maximizing student engagement and progress. This program requires student computer use in class, complementing teacher instruction, and necessitating 20 student computers in each Tier II reading intervention class.

## **ASSESSMENT**

The MAPS (Measure of Academic Progress) assessment will be used to determine student placement in reading. Once the reading plan is fully implemented, students who are on or close to grade level will receive Tier I instruction in reading consisting of the Language Arts class and the Reading class. In addition, the students who are somewhat behind in reading will receive reading intervention instruction. Students who are significantly behind (Tier III) will receive a different, intensive course of study in reading, replacing both the Tier I and Tier II course. Prentice Hall (Tier I) and Jamestown Navigator (Tier II, providing additional instruction for struggling students), and LANGUAGE! (for Tier III students) all provide diagnostic assessment to determine specific student needs, on-going progress monitoring, and summative assessment to determine overall progress.