

# READING ENHANCEMENT

## Grades 7 and 8

This course is offered to ensure that all students have the requisite reading skills upon graduation. This course offers activities designed to correct reading difficulties and habits that interfere with students' progress in developing reading skills and understandings. Students develop skills in decoding, oral language, phonics, phonological awareness, vocabulary, encoding, comprehension, and strategic reading. Activities are chosen to increase or improve students' reading comprehension, reading technique, and general literacy skills. Ongoing assessment will tailor instruction and accelerate learning. Students are selected based upon teacher recommendation and assessment results.

<b>COURSE:</b> Reading Enhancement	<b>GRADE(S):</b> 7-8
<b>UNIT:</b> Nonfiction	<b>TIME FRAME:</b> 45 days

<b>STATE STANDARDS:</b> Standard Area: 1.2: Reading Informational Text- Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. <a href="#">Full descriptors</a>	<b>UNIT OBJECTIVES:</b> <b>SWBAT:</b> <ul style="list-style-type: none"><li>• Read informational text <u>in order to</u> produce both written and verbal responses, emphasizing comprehension and making connections based on text evidence.</li><li>• Cite strong and relevant textual evidence <u>in order to</u> support analysis of both inferences and what the text says explicitly.</li><li>• Apply appropriate strategies (ie. Non-Fiction Text Structures) <u>in order to</u> analyze how an author unfolds a series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections drawn between them.</li><li>• Determine an author's point of view <u>in order to</u> analyze how their use of rhetoric advances that point of view.</li><li>• Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening <u>in order to</u> demonstrate knowledge when considering a word or phrase important to comprehension or expression.</li><li>• Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading <u>in order to</u> access content, choosing</li></ul>
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	flexibly from a range of strategies and tools.
<b>ACTIVITIES:</b> <ul style="list-style-type: none"> <li>• Reading Comprehension</li> <li>• Listening Comprehension</li> <li>• Constructed Response Writing</li> <li>• Vocabulary/Greek &amp; Latin Affix and Suffix Study</li> </ul> <b>RESOURCES:</b> <ul style="list-style-type: none"> <li>• Achieve 3000</li> <li>• CommonLit</li> <li>• NewsELA</li> <li>• Study Sync</li> <li>• Quill</li> <li>• Vocabulary- Word Wise, Vocabulary Surge</li> <li>• Actively Learn</li> <li>• Teacher Created Materials</li> <li>• Ereading Worksheets.com</li> <li>• <a href="#">Novel selections from grade-level supplemental novel lists</a></li> </ul>	<b>ASSESSMENTS:</b> <ul style="list-style-type: none"> <li>• Achieve 3000 Reading/Writing Modules</li> </ul> <b>REMEDIATION:</b> <ul style="list-style-type: none"> <li>• One-on-one instruction</li> <li>• Independent research</li> <li>• Alternative evaluation</li> <li>• As per student handbook</li> </ul> <b>DIFFERENTIATION:</b> <ul style="list-style-type: none"> <li>• Student SDI</li> <li>• Lexile Adjusted Materials</li> <li>• Achieve3000 tools, such as screen-masking <a href="#">video</a></li> <li>• Scaffolding Materials</li> <li>• Content-based</li> <li>• Process-based</li> <li>• Product based</li> <li>• Learning environment</li> <li>• <a href="#">Universal Design for Learning</a> Guidelines</li> <li>• <a href="#">English Language Proficiency Overlays</a></li> </ul>

<b>COURSE:</b> Reading Enhancement	<b>GRADE(S):</b> 7-8
<b>UNIT:</b> Fiction <b>TIME FRAME:</b> 45 days	

<b>STATE STANDARDS:</b> Standard Area 1.3: Reading Literature-Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. <a href="#">Full descriptors</a>	<b>UNIT OBJECTIVES:</b> SWBAT: <ul style="list-style-type: none"> <li>• Determine a theme or central idea of a text <u>in order to</u> analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</li> <li>• Cite strong and thorough textual evidence <u>in order to</u> support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</li> <li>• Analyze how complex characters develop over the course of a text, interact with other characters, <u>in order to</u> advance the plot or develop the theme.</li> </ul>
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	<ul style="list-style-type: none"> <li>Analyze the representation of a subject or a key scene in two different artistic mediums <u>in order to</u> analyze and discuss what is emphasized or absent in each treatment</li> <li>Acquire and use accurate general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening <u>in order to</u> demonstrate knowledge when considering a word or phrase important to comprehension or expression.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading <u>in order to</u> access content, choosing flexibly from a range of strategies and tools.</li> </ul>
<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>Reading Comprehension</li> <li>Listening Comprehension</li> <li>Constructed Response Writing</li> <li>Vocabulary/Greek &amp; Latin Affix and Suffix Study</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Achieve 3000</li> <li>CommonLit</li> <li>NewsELA</li> <li>Study Sync</li> <li>Vocabulary/Greek &amp; Latin Affix and Suffix Study</li> <li>Vocabulary- Word Wise, Vocabulary Surge</li> <li>Quill</li> <li>Actively Learn</li> <li>Ereading Worksheets.com</li> <li>Teacher Created Materials</li> <li>Novel selections from grade-level supplemental novel lists</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Achieve 3000 Reading/Writing Modules</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>One-on-one instruction</li> <li>Independent research</li> <li>Alternative evaluation</li> <li>As per the student handbook</li> </ul> <p><b>DIFFERENTIATION:</b></p> <ul style="list-style-type: none"> <li>Student SDI</li> <li>Lexile Adjusted Materials</li> <li>Achieve3000 tools, such as screen-masking <a href="#">video</a></li> <li>Scaffolding Materials</li> <li>Content-based</li> <li>Process Based</li> <li>Product Based</li> <li>Learning environment</li> <li><a href="#">Universal Design for Learning</a> Guidelines</li> <li><a href="#">English Language Proficiency Overlays</a></li> </ul>

<b>COURSE:</b> Reading Enhancement	<b>GRADE(S):</b> 7-8
<b>UNIT:</b> Speaking and Listening	<b>TIME FRAME:</b> on going
<p><b>STATE STANDARDS:</b>  Standard Area: 1.5 Speaking and Listening-  Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</p> <p><a href="#">Full descriptors</a></p>	<p><b>UNIT OBJECTIVES:</b>  SWBAT:</p> <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.</li> <li>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</li> <li>Analyze the main ideas and supporting details presented in diverse media formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</li> <li>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</li> <li>Adapt speech to a variety of contexts and tasks.</li> <li>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</li> <li>Demonstrate command of the conventions of standard English when speaking based on Grade 7/8 level and content.</li> </ul>
<p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>Accessing prior knowledge</li> <li>Question stems</li> <li>Close reading</li> <li>Collaborative conversations</li> <li>Scaffolded note taking</li> </ul> <p><b>RESOURCES:</b></p> <ul style="list-style-type: none"> <li>Achieve 3000</li> </ul>	<p><b>ASSESSMENTS:</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p><b>REMEDIATION:</b></p> <ul style="list-style-type: none"> <li>One-on-one instruction</li> <li>Independent research</li> <li>Alternative evaluation</li> <li>As per student handbook</li> </ul> <p><b>DIFFERENTIATION:</b></p>

- CommonLit
- NewsELA
- Study Sync
- Vocabulary & Greek/Latin Root Study
- Quill
- Actively Learn
- Teacher Created Materials

- Student SDI
- Lexile Adjusted Materials
- Scaffolding Materials
- Content-based
- Process-based
- Product based
- Learning environment
- [Universal Design for Learning](#) Guidelines
- [English Language Proficiency Overlays](#)

## 7th Grade Reading Enhancement Pacing Guide

This document was developed in the spirit of providing a framework for guidance throughout the school year. The goal is to encourage some consistency and collaboration throughout the district. As we know, reading is an art and our students and individual classrooms will ultimately drive our curriculum; however, it is important that we all target these skills within each school year. The possible resources listed are not required, but suggested as materials which have been proven successful.

*Developed: 8/7/2024*

### **Marking Period 1:**

#### **Skills:**

- ☐ Central or Main Idea\*
- ☐ Textual Evidence (RACE)
- ☐ Theme
- ☐ Story Elements- plot, conflict, theme, characterization, etc.
- ☐ Vocabulary
- ☐ Previewing \*
- ☐ Generating Questions\*
- ☐ Before Reading Strategies\*
- ☐ Predicting\*
- ☐ Making Inferences/Drawing Conclusions\*
- ☐ Monitoring Comprehension\*
- ☐ Context Clues\*

- ☐ Multiple-Meaning Words
- ☐ Fact/Opinion

**REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught
- Beginning-of-the-Year Level Set Lexile level assessment

**Possible Resources:**

- \* Instructional videos and practice available in Achieve3000 Word Studio 6-12 (found in My Collections) Lessons 18-23
- *King of Mazy May*
- Additional StudySync texts that coordinate well are: *Call of the Klondike*, *The Cremation of Sam McGee*, and *Call of the Wild*
- *The Great Race of Mercy* [Leonhard and Togo, and the great race of mercy – Swedish Lapland](#)

**Marking Period 2:**

**Skills:**

- ☐ Main Idea
- ☐ Vocabulary
- ☐ Connotation/Denotation
- ☐ Tone
- ☐ Mood
- ☐ Inferencing
- ☐ Figurative Language
- ☐ Imagery
- ☐ Text Structure
- ☐ Summarizing
- ☐ Making Inferences/Drawing Conclusions

**REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught
- mid-year Levelset Lexile level assessment in December

**Possible Resources:**

- The Miracle Worker* Study Sync
- [Ereadingworksheets.com](#)

### **Marking Period 3:**

#### **Skills:**

- ☐ PSSA PREP
- ☐ Text Structure
- ☐ Summarizing
- ☐ Poetry
- ☐ Figurative Language
- ☐ Character
- ☐ Point of View
- ☐ Author's Purpose
- ☐ Making Inferences/Drawing Conclusions

#### **REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught

#### **Possible Resources:**

- [Abandoned Farmhouse](#) by Ted Kooser
- [Ereadingworksheets.com](http://Ereadingworksheets.com)

### **Marking Period 4:**

#### **Skills:**

- ☐ Cumulative Review
- ☐ Culminating Activities
- ☐ Theme
- ☐ Direct and Indirect Characterization
- ☐ Making Inferences/Drawing Conclusions

#### **REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught
- End-of-the-Year Level Set Assessment (Achieve 3000)

**Possible Resources:**

- *Freak the Mighty* Readers' Theater [Freak the Mighty.pdf](#)
- [Ereadingworksheets.com](#)

## **8th Grade Reading Enhancement Pacing Guide**

This document was developed in the spirit of providing a framework for guidance throughout the school year. The goal is to encourage some consistency and collaboration throughout the district. As we know, reading is an art and our students and individual classrooms will ultimately drive our curriculum; however, it is important that we all target these skills within each school year. The possible resources listed are not required, but suggested as materials which have been proven successful.

*Developed: 8/7/2024*

**Marking Period 1:****Skills:**

- ☐ Central or Main Idea
- ☐ Story Elements - plot, conflict, theme, direct/indirect characterization, etc.
- ☐ Previewing
- ☐ Before Reading Strategies
- ☐ Predicting
- ☐ Making Inferences/Drawing Conclusions
- ☐ Context Clues
- ☐ Multiple Meaning Words
- ☐ Vocabulary
- ☐ Fact/Opinion

**REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught
- Beginning-of-the-Year Levelset Assessment (Achieve 3000)

**Possible Resources:**

- EJHS uses *Sorry, Wrong Number* play

- WJHS uses Bluford Series- *Lost and Found*
- Vocabulary Surge/ Word Wise
- [Ereadingworksheets.com](http://Ereadingworksheets.com)
- Quill: Evidence-Based Writing

## **Marking Period 2:**

### **Skills:**

- ☐ Main Idea
- ☐ Vocabulary
- ☐ Connotation/Denotation
- ☐ Tone
- ☐ Mood
- ☐ Inferencing
- ☐ Figurative Language
- ☐ Imagery
- ☐ Text Structure
- ☐ Summarizing
- ☐ Making Inferences/Drawing Conclusions

### **REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught
- mid-year Levelset Lexile level assessment in December

### **Possible Resources:**

- Bluford Series- *Matter of Trust*
- *Forest Fire* by Anais Nin from Brown Prentice Hall Literature book - is great for figurative language and imagery analysis
- [Ereadingworksheets.com](http://Ereadingworksheets.com)
- Quill: Evidence-Based Writing

## **Marking Period 3:**

### **Skills:**

- ☐ PSSA PREP
- ☐ Text Structure
- ☐ Summarizing

- ☐ Poetry
- ☐ Figurative Language
- ☐ Character
- ☐ Point of View
- ☐ Author's Purpose
- ☐ Making Inferences/Drawing Conclusions

**REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught

**Possible Resources:**

- EJHS uses *Flowers for Algernon* SHORT STORY (Found in brown Prentice Hall Literature Textbook)
- WJHS uses Bluford Series- *Secrets in the Shadows*
- [Cemetery Path](#) by Leonard Q.
- [A Poison Tree | The Poetry Foundation](#) by William Blake
- Vocabulary Surge/ Word Wise
- Various poems <https://heynatayle.com/poems-for-middle-school/>
- [Ereadingworksheets.com](#)
- Quill: Evidence-Based Writing

**Marking Period 4:**

**Skills:**

- ☐ Cumulative Review
- ☐ Theme
- ☐ Double Negatives
- ☐ Direct and Indirect Characterization
- ☐ Making Inferences/Drawing Conclusions

**REQUIRED:**

- Two Achieve3000 articles per week- may link it to skills that are being taught

- End-of-the-Year Level Set Assessment (Achieve 3000)

**Possible Resources:**

- Study Sync - *In Time of War*
- *Voices of the Holocaust*
- WJHS uses Bluford Series- *Someone to Love Me*
- [Ereadingworksheets.com](https://www.ereadingworksheets.com)
- Quill: Evidence-Based Writing