Curriculum: SOAR

Curricular Unit: Language

Instructional Unit: A. Acquire and use new vocabulary

Learning Outcomes:
• Develop vocabulary through text using context clues
• Develop and apply decoding strategies and “word attack” skills to problem solve unknown words when reading grade level text

Standard Alignments (Section 2)

| GLE/CLE: N/A |
| Knowledge: (CA) 1-3 |
| CCSS: 6-8.RI.1; 6-8.RI.5; 6-8.L.3; 6-8.L.2; 6-8.L.4; 6-8.L.5; 6-8.L.6 |
| NETS: 1a; 2c; 5a-c |
| Performance: 1.5, 1.6, 2.2 |

Unit (Section 3)

Learning Targets:
• Use context clues, analyze word parts, consult appropriate reference materials to determine meaning (and multiple meanings) of unknown words
• Explain how a word functions in a sentence (noun, verb, etc.)
• Create original sentences, letters, or stories to show understanding of new words

Instructional Strategies:
• The teacher will:
  • use guided practice/mini-lessons so that students can apply concepts to vocabulary exercises, such as:
    • completing sentences
    • completing the story
    • alphabetizing words
    • determining analogies
  • model graphic organizers while students compare and contrast:
    • word parts
    • synonyms and antonyms
  • provide a Prezi reviewing types of context clues and students will take notes and give examples
Assessments/Evaluations:

- **Formative:**
  - Pre-test World of Vocabulary to determine ability level
  - Informal formative assessments, such as:
    - teacher observation
    - practice lesson checks
    - cooperative learning word games
- **Summative:**
  - Lesson tests
  - Post-test (World of Vocabulary)

**Sample Assessment Questions:**

- Use vocabulary words in the lesson to complete the following sentences. (example: During the Vietnam War, there were many ________.)
- Complete the analogy by circling the correct word or words. (example: prosperity is to poverty as strength is to _____.)
- Use vocabulary words to fill in the blanks and complete the story.

**Instructional Resources/Tools:**

- World of Vocabulary workbooks (Globe Fearon)
- Teacher created materials

**Cross Curricular Connections:**

- Use of literacy strategies to improve comprehension and application of academic vocabulary in other curricular areas such as:
  - social studies
  - science
  - literature
  - fine arts

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum SOAR

Curricular Unit: Reading

Instructional Unit: B. Determine the meaning of unknown words and phrases

Learning Outcomes:
• Develop vocabulary through text using context clues

Standard Alignments (Section 2)

<table>
<thead>
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<th>GLE/CLE: N/A</th>
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<tbody>
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<td>NETS: 2</td>
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<tr>
<td>Performance: 1.5, 1.6, 2.3</td>
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</table>

Unit (Section 3)

Learning Targets:
• Use context clues in text to determine meaning of unknown words and phrases
• Interpret meanings of figures of speech
• Determine connotative and denotative meanings of words
• Determine how specific word choices shape meaning or tone

Instructional Strategies:
• The teacher will use:
  • strategies such as:
    • mini-lessons
    • guided small group
    • individual practice
    • anchor charts
    • graphic organizers
to determine the meaning of unknown words/phrases and analyze and interpret new vocabulary in a variety of contexts
• collaborative groups to analyze word choice and figurative language in poetry to interpret meaning
• collaborative groups to create nonlinguistic representations of new vocabulary/word parts
• guided practice and small groups to assist students in using a dictionary/thesaurus to distinguish “shades” of meaning of unfamiliar words or word parts
• a PowerPoint presentation to illustrate differences between connotative and denotative meanings of words while students take notes

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Diagnostic pre-test (TABE)
  - Assessments, such as:
    - comprehension questions
    - quick writes
    - observations
    - skill practice
  - Model passages from standardized test released items
  - Teacher observations and anecdotal notes

Sample Assessment Questions:

- In the following excerpt, what does the word *fragile* mean?
- For each underlined word, write the meaning that fits the context of the sentence:
  Later in life he caught malaria, which would *plague* him for the rest of his life.
  (bother; rapidly spreading disease)

Instructional Resources/Tools:

- Teacher’s guidebook
- Supplemental materials
- Technology tools, such as:
  - document cameras
  - iPads
  - a SMART Board

Cross Curricular Connections:

- Use of literacy strategies to improve comprehension and application of domain-specific vocabulary in other curricular areas such as:
  - science
  - social studies
  - math
  - health
  - service learning

**Depth of Knowledge (Section 5)**

DOK: 4

Board Approved 8-3-15
Curriculum SOAR

Curricular Unit: Reading

Instructional Unit: C. Analyze narrative elements

Learning Outcomes:
- Read grade level text with fluency, accuracy, and expression
- Apply comprehension strategies to grade level text through text to text, text to self, and text to world relationships

Standard Alignments (Section 2)

| GLE/CLE: N/A
| Knowledge: (CA) 2
| CCSS: 6-8.RL.3
| NETS: 2a,c
| Performance: 1.10, 2.4 |

Unit (Section 3)

Learning Targets:
- Identify narrative elements (setting, characters, point of view, etc.)
- Analyze functions of setting, mood, character motivations, conflicts and explain how these elements help to develop the overall plot

Instructional Strategies:
- The teacher will:
  - guide small group discussions using pre-, during-, and after-reading strategies, such as:
    - K-W-L
    - activating prior knowledge
    - clarifying
    - questioning
    - predicting
  - model think alouds that demonstrate active and reflective reading and students will then practice the skill
  - use a:
    - PowerPoint presentation to review narrative elements and students will take notes
    - graphic organizer to help students develop logical conclusions and analyze and apply concepts, such as:
      - character motivation
      - mood
      - functions of setting

Board Approved 8-3-15
Assessments/Evaluations:

- **Formative:**
  - Informal assessments, such as:
    - plot reviews
    - quick writes
    - entrance/exit pass
    - Teacher observation
    - Anecdotal notes
- **Summative – Final assessment using:**
  - central ideas
  - supporting details
  - conclusions

Sample Assessment Questions:

- Do you think that Darcy’s mother should allow Mr. Wills back into the family? Before reaching your decision, list the pros and cons for both sides of this issue.
- Roylin makes fun of Hakeem because…
- In the **conflict** between Brisana and Darcy, which one do you most identify with? How is each of the girls right, and how are they each wrong?
- Explain why the setting is important to the story. Use examples/details from the text to support your reasoning.

Instructional Resources/Tools:

- Teacher guidebook
- iPads
- Supplemental materials for strategy practice and mini-lessons

Cross Curricular Connections:

- Use of literacy strategies to improve comprehension in other curricular areas such as:
  - psychology
  - sociology
  - health

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum SOAR

Curricular Unit: Reading

Instructional Unit: D. Determine central ideas/themes

Learning Outcomes:
• Read grade level text with fluency, accuracy, and expression
• Apply comprehension strategies to instructional text

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: N/A</th>
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<td>NETS: 2a,c</td>
<td></td>
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<tr>
<td>Performance: 2.4, 3.5, 4.1</td>
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</tbody>
</table>

**Unit (Section 3)**

Learning Targets:
• **Determine the theme or central idea of a literary text and trace its development**
• Summarize the text

Instructional Strategies:
• The teacher will:
  • model during and after reading strategies and students will:
    • highlight key words in a paragraph or article
    • re-tell the chapter(s) in their own words
    • use think/pair/share and guided practice to help students determine the theme or central idea of a literary text
    • model “gist statements” to help students practice summarizing
  • Independent practice – students will:
    • apply a summarizing strategy in written responses
    • synthesize information to determine theme/central idea of a literary text

Assessments/Evaluations:
• Formative:
  • Pre-test:
    • TABE
    • Brigance diagnostic
    • BRI
  • Teacher observations/notes
  • Informal formative assessments, such as:
    • journal responses
    • exit tickets
  • Summative: Assessment
**Sample Assessment Questions:**

- The central idea in *A Matter of Trust* is that…
- One of the lessons that Roylin learns from Hakeem is that…
- The sentence that best expresses the central point of the following selection is…
- A central theme of the novel is that people can change. Select one character from the book and explain how he/she was emotionally “lost” but then “found” his/her way.

**Instructional Resources/Tools:**

- Teacher’s guidebook
- iPads
- Supplemental materials for distinguishing between summarizing and paraphrasing

**Cross Curricular Connections:**

- Use of literacy strategies to improve comprehension and make connections in other curricular areas such as:
  - psychology
  - sociology
  - health

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: SOAR (Successful Opportunities for Active Readers)

Curricular Unit: Reading

Instructional Unit: E. Make logical inferences and cite evidence

Learning Outcomes:
• Read grade level text with fluency, accuracy, and expression
• Apply comprehension strategies

Standard Alignments (Section 2)

| GLE/CLE: N/A |
| Knowledge: (CA) 2 |
| CCSS: 6-8.RL.1 |
| NETS: 2a,c |
| Performance: 1.10, 2.2, 4.1 |

Unit (Section 3)

Learning Targets:
• Demonstrate understanding of the text by making logical inferences
• Demonstrate understanding of the text by citing evidence to support general claims

Instructional Strategies:
• The teacher will:
  • model pre-reading and during-reading strategies such as:
    • previewing
    • predicting
    • think alouds
    • KIS (key words, infer, support) highlights
    • SBWBS (Somebody Said Something But So)
    • retelling
to demonstrate active and reflective reading and students will practice during group reads
• Use a graphic organizer to demonstrate how to cite evidence from the text to support general claims and students will:
  • apply knowledge of concepts
  • demonstrate understanding through independent practice

Assessments/Evaluations:
• Formative:
  • Pre-tests:
    • TABE diagnostic
    • Brigance diagnostic

Board Approved 8-3-15
- Post-test (TABE)
- Teacher observation/notes
- Informal formative assessments, such as:
  - quick checks
  - white board reviews
- Skill-based comprehension checks, such as:
  - vocabulary in context
  - supporting details
  - main ideas
  - inferences/conclusions
- Constructed responses
- Summative: Final assessment skills: central ideas, supporting details, inference/conclusions 80% mastery

### Sample Assessment Questions:

- From the following excerpt, you can **infer** that:
  - a. Darcy does not want to go to her Aunt Charlotte’s for dinner.
  - b. Darcy thinks Grandma should come along to Aunt Charlotte’s.
  - c. Darcy would like to spend more time with Aunt Charlotte.

- Supporting details: Where do Hakeem and Darcy go after Roylin is taken to the hospital?
- Why do you think Darcy suggests they go there? (What specific details from the novel support your answer?)

### Instructional Resources/Tools:

- Teacher’s guidebook
- iPads
- Supplemental materials for strategy practice and mini-lessons
- Technology tools, such as a:
  - document camera
  - SMART Board
  - laptop

### Cross Curricular Connections:

- Use of literacy strategies to improve comprehension in other curricular areas such as:
  - science
  - math
  - health
  - social studies

### Depth of Knowledge (Section 5)

**DOK: 3**
Curriculum: SOAR

Curricular Unit: Reading

Instructional Unit: F. Determine purpose and analyze perspective

Learning Outcomes:
- Read grade level text with fluency, accuracy, and expression
- Apply comprehension strategies

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: N/A</th>
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<tbody>
<tr>
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<tr>
<td>NETS: 2a,c</td>
</tr>
<tr>
<td>Performance: 1.5, 3.6</td>
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</tbody>
</table>

**Unit (Section 3)**

Learning Targets:
- **Analyze author’s point-of-view**
- **Determine author’s purpose**

Instructional Strategies:
- The teacher will use:
  - pre-, during-, and after-reading strategies, such as:
    - graphic organizers
    - It Says, I Say chart
    - SOAPStone technique
to demonstrate examples of point-of-view/author’s purpose and students will practice identifying and analyzing each element
  - guided questioning of students’ understanding of point-of-view and author’s purpose

Assessments/Evaluations:
- Formative:
  - Pre-test diagnostic (TABE)
  - Skill assessments using:
    - practice
    - application
    - quick checks
  - Teacher observation and notes
- Summative: Assessment (Post-test TABE)

Board Approved 8-3-15
<table>
<thead>
<tr>
<th>Sample Assessment Questions:</th>
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<tbody>
<tr>
<td>• The author’s purpose in this passage is to…</td>
</tr>
<tr>
<td>• The tone of this passage is…</td>
</tr>
<tr>
<td>• The author uses a child’s point-of-view throughout the story. Explain how using this</td>
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<tr>
<td>perspective is more effective than using an adult’s perspective.</td>
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<tr>
<td>Instructional Resources/Tools:</td>
</tr>
<tr>
<td>• Teacher’s guidebook</td>
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<tr>
<td>• iPads</td>
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<tr>
<td>• Standardized test released items</td>
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<tr>
<td>Cross Curricular Connections:</td>
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<tr>
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<td>• science</td>
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<td>• health</td>
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**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: SOAR

Curricular Unit: Reading and Service Learning

Instructional Unit: G. Model active reading strategies

Learning Outcomes:
• Communicate clearly in both speaking and writing
• Adapt communication and presentation skills to new situations
• Use standard English conventions

**Standard Alignments (Section 2)**

<table>
<thead>
<tr>
<th>GLE/CLE: N/A</th>
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<tbody>
<tr>
<td>Knowledge: (CA) 1,5,6</td>
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<td>NETS: 2</td>
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<tr>
<td>Performance: 2.6, 4.1, 4.3</td>
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</tbody>
</table>

**Unit (Section 3)**

Learning Targets:

• **Prepare for collaborative discussions with young readers**
• Pose questions and ideas to check for comprehension
• Steer discussion back to topic when needed
• **Pull evidence from text to support discussion**

Instructional Strategies:

• The teacher will model:
  • expressive reading (read alouds)
  • questioning skills while reading (think alouds)
  • inferential reasoning and predicting (questioning)
  • visualizing text

• Students will:
  • practice reading with:
    • expression
    • questioning
    • reasoning
    • predicting
    • visualizing
  • apply knowledge of active reading strategies with young readers at each service site
  • create anchor charts for young readers to demonstrate their understanding of reading strategies

Board Approved 8-3-15
Assessments/Evaluations:

- Formative:
  - Teacher observation
  - Student reflections
  - Peer discussions

Sample Assessment Questions:

- Reading Interest Inventory (What is the name of your favorite book/author? If you could pick two books to have in your library, what would they be?)
- Using the visualization strategy, complete the following steps:
  1. Read the text
  2. Picture the information in your brain
  3. Plan on how to draw it on paper
  4. Draw and label the picture on the paper

Instructional Resources/Tools:

- Elementary school:
  - library
  - teacher-provided materials, such as:
    - math flashcards
    - books
    - art project
- Donated materials from JCAC
- iPad
- Internet

Cross Curricular Connections:

- Use of literacy strategies to improve comprehension in other areas such as:
  - art
  - math

**Depth of Knowledge (Section 5)**

DOK: 4
Curriculum: SOAR

Curricular Unit: Speaking and Listening

Instructional Unit: H. Utilize clear and correct workplace language

Learning Outcomes:
- Communicate clearly in both speaking and writing
- Adapt knowledge of effective communication skills to new situations
- Use standard English conventions

**Standard Alignments (Section 2)**

| GLE/CLE: N/A |
| Knowledge: (CA) 1,6 |
| CCSS: 6-8.SL.6 |
| NETS: 3, 5 |
| Performance: 2.2, 2.3, 2.6, 4.3 |

**Unit (Section 3)**

Learning Targets:
- Know audience and purpose
- **Use standard English conventions for workplace communication**
- Choose language aimed at a specific audience and appropriate for the purpose of clear and correct communication

Instructional Strategies:
- The teacher will:
  - review effective interviewing and workplace language and students will:
    - take notes
    - participate in discussions
    - provide a variety of workplace scenarios and students will work in collaborative groups to role play workplace scenarios
- Independent practice:
  - researching
  - applying effective communication skills

Assessments/Evaluations:
- JCAC performance evaluation
- Debriefing discussion following service site visits

Board Approved 8-3-15
Sample Assessment Questions:

- Identify effective communication techniques (listening, empathy, non-verbal skills, and encouragement).
- Explain how these techniques can be applied at JCAC service sites.

Instructional Resources/Tools:

- Internet sources relating to improving communication and interpersonal skills
- Service site supervisors
- JCAC service learning coordinator
- Other staff members

Cross Curricular Connections:

- Use of effective strategies to improve communication and interpersonal skills in all content areas

**Depth of Knowledge (Section 5)**

DOK: 3
Curriculum SOAR

Curricular Unit: Reading

Instructional Unit: I. Making logical inferences and citing evidence in nonfiction

Learning Outcomes:
• Read grade level text with fluency, accuracy, and expression
• Apply comprehension strategies to informational text

Standard Alignments (Section 2)

| GLE/CLE: N/A |
| Knowledge: (CA) 3 |
| CCSS: 6-8.RI.1 |
| NETS: 2a,c |
| Performance: 1.10, 2.2, 4.1 |

Unit (Section 3)

Learning Targets:
• Support understanding of informational text by citing evidence
• Demonstrate understanding of text by making logical inferences

Instructional Strategies:
• Using pre-, during-, and after-reading strategies, the teacher will:
  • help activate prior knowledge about a topic
  • model:
    • highlighting unfamiliar words during reading and applying context clues to determine meaning
    • marking areas of confusion during reading
  • Students will practice and apply strategies to demonstrate their understanding

Assessments/Evaluations:
• Formative – Assessments using:
  • reading checks
  • quick writes
  • teacher observation
  • self-assessment
• Summative: Assessments – post reading comprehension checks

Sample Assessment Questions:
• Select the statement below that best expresses the main idea of the selection.
• Select the statement that correctly completes each statement about the article.
• Label the statements that give correct inferences from the article.
• The main purpose in the first paragraph is…

Board Approved 8-3-15
### Instructional Resources/Tools:
- Glencoe Critical Reading Series
- In the Spotlight biographies
- Smithsonian Tween Tribune App (iPad)
- Article of the Week (Kelly Gallagher archive)
- Standardized test released items
- iPad internet articles

### Cross Curricular Connections:
- Use of literacy strategies to improve comprehension in other curricular areas such as:
  - social studies
  - science
  - math
  - fine arts

### Depth of Knowledge (Section 5)

DOK: 3
Curriculum: SOAR

Curricular Unit: Reading

Instructional Unit: J. Determine main ideas in nonfiction

Learning Outcomes:
• Read grade level text with fluency, accuracy, and expression
• Apply comprehension strategies to informational text

Standard Alignments (Section 2)

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<tr>
<td>Performance:</td>
<td>2.4, 3.5, 4.1</td>
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</table>

Unit (Section 3)

Learning Targets:

• **Determine the main idea of informational text**

• Analyze the development of the central idea through supporting details

• Provide an objective summary of informational text

Instructional Strategies:

• The teacher will:
  • model during and after reading strategies and students will:
    • highlight key words in a paragraph or article or
    • re-tell the chapter(s) in your own words
    • use think/pair/share and guided practice to help students determine the theme or central idea of informational text
    • model “gist statements” to help students practice summarizing informational text
  • Independent practice – Students will:
    • apply summarizing strategies in written responses
    • synthesize information to determine theme/central idea of a informational text

Assessments/Evaluations:

• Formative – Assessments using:
  • teacher observation
  • quick writes
  • reading checks
  • skill target checks
• Summative: Assessments – Critical Reading Series comprehension quizzes
Sample Assessment Questions:

- Identify the statement that best expresses the main idea of the article.
- Cite three details from the article to support the main idea of the article.
- Write a one-sentence summary of the article.

Instructional Resources/Tools:

- Glencoe Critical Reading Series
- In the Spotlight biographies
- Smithsonian Tween Tribune App (iPad)
- Article of the Week (Kelly Gallagher online archive)

Cross Curricular Connections:

- Use of literacy strategies to improve comprehension in other curricular areas such as:
  - social studies
  - science
  - math
  - fine arts

**Depth of Knowledge (Section 5)**

DOK: 3