

SFUSD Middle School Accelerated Literacy Course Overview

	Unit 1: Building a Reading Life	Unit 2: Exploring Genre	Unit 3: Nonfiction Inquiry Groups	Unit 4: Book Clubs
Unit Overview	The focus of Unit 1 is to get an understanding of the reading needs of your students and to create a profile of the reader. The unit will focus on having students establish goals for themselves as readers and monitor progress toward the goal. This unit will also be devoted to introducing students to the structures and routines of the course, creating a safe and inviting classroom environment that supports students in their reading trajectory, and encouraging growth mindset. Engagement in reading will be emphasized as students are introduced to the concept of choice as a critical motivator. Students will be introduced to strategies aimed at increasing their reading comprehension and engagement. Students will begin to engage in partner and class discussions about the books they are reading.	The focus of Unit 2 is to continue to further develop students’ reading lives through exploring various reading genres and practicing additional reading strategies that increase reading comprehension. Teachers will guide students as they set new reading goals, monitor their own progress, and actively strive toward developing their reading skills and identity. Students will continue to use the metacognitive strategies introduced in Unit 1 as well as explore new strategies, such as questioning and making inferences, while paying attention to characterization and themes. Students will engage in mini-inquiry groups exploring a genre of interest and discussing books within the genre.	The focus of Unit 3 is to strengthen students’ use of strategies in order to increase their reading comprehension in various types of nonfiction, including news reports, biographical texts, and other expository and hybrid text. Students will engage in group inquiry of a topic of their choosing, reading a variety of nonfiction texts to explore and discuss their topic. The unit emphasizes teaching students how to recognize and use the text features and structures of nonfiction to summarize, synthesize, identify main idea and supportive details, and think critically about the “big ideas” of the text(s).	The focus of Unit 4 is to form book clubs around a book of interest, set goals and a plan for reading and organizing their thinking in preparation for rich and meaningful discussions with their peers. Students will practice integrating their use of reading strategies to increase comprehension and engagement in the text. Readers will interpret the motivations for characters’ actions and feelings, and co-construct theories about events, places and people in their novels. In this unit, students will sharpen their analytical skills as well as discussion moves. There are multiple opportunities for students to reflect on, showcase and celebrate their growth over the year and to set goals for continuing to develop their expertise in reading.
Instructional Focus	<p>Inquiry into self as a reader</p> <ul style="list-style-type: none"> ● Pre-Interest and Reading Survey ● Assessment and evaluation of reading strategies ● Student goal setting and taking personal responsibility for learning ● Developing Stamina and Focus <p>Launching Independent Reading:</p> <ul style="list-style-type: none"> ● Selecting independent reading books ● Setting up Reading Logs & Reading Journals ● Discussing texts in whole group and partnerships; making connections between ideas in texts <p>Introducing Metacognitive Reading Strategies:</p> <ul style="list-style-type: none"> ● Making Connections: Activating schema ● Visualization/Using Sensory Images to Comprehend 	<p>Mini-inquiry into genre</p> <ul style="list-style-type: none"> ● Developing an awareness of features of various genres ● Exploring books within a new genre ● Discussing books in genre groups <p>Developing Agency through Goal-Setting and Reflection</p> <ul style="list-style-type: none"> ● Reflecting on progress and celebrating growth ● Setting goals to expand reading genres ● Using a rubric to identify strengths and areas for growth in use of reading strategies <p>Metacognitive Reading Strategies:</p> <ul style="list-style-type: none"> ● Asking questions to deepen comprehension, explore complex ideas and engage in rich literary discussion ● Making Inferences to understand character traits, character motivation and themes 	<p>Inquiry Groups</p> <ul style="list-style-type: none"> ● Developing questions for inquiry ● Exploring and discussing a variety of texts related to inquiry topic ● Seeking more information when new questions arise ● Engaging in group discussions based on shared readings <p>Metacognitive Reading Strategies:</p> <ul style="list-style-type: none"> ● Monitoring comprehension and using fix-up strategies ● Determining Importance using information from graphics (e.g., maps, diagrams, charts, photos), other text features, and considering purpose ● Synthesizing information across a text or a variety of texts, noticing how thinking evolves based on new information 	<p>Book Clubs</p> <ul style="list-style-type: none"> ● Facilitating and participating in rich Book club discussions ● Using textual evidence to support ideas ● Building on each other’s ideas, exploring an idea collaboratively, synthesizing thinking over time ● Noticing use of language and author’s craft <p>Integrating Strategies:</p> <ul style="list-style-type: none"> ● Using metacognitive reading strategies flexibly according to the text and purpose ● Making inferences about characters, plot and themes ● Synthesizing ideas over time ● Monitoring comprehension and using fix-up strategies <p>Possible Shared Text(s):</p>

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	Possible Shared Text(s): <i>The Skin I’m In</i> by Sharon G. Flake <i>Trolls</i> by Polly Horvath <i>Bud, Not Buddy</i> by Christopher Paul Curtis <i>Out of My Mind</i> by Sharon Draper	Possible Shared Text(s): <i>Cardboard</i> by Doug TenNapel <i>The Jumbies</i> by Tracey Baptiste <i>Frazzled: Ordinary Mishaps and Inevitable Catastrophes</i> by Booki Vivat <i>Crossover</i> by Kwame Alexander <i>New Kid</i> , Jerry Craft <i>When I Was Your Age: Original Stories About Growing Up</i> edited by Amy Ehrlich	Possible Shared Text(s): Text Set Example: Young Changemakers (variety of nonfiction pieces related to the topic of youth making changes in their communities, nationally and globally) <i>Marley Dias Gets it Done</i> by Marley Dias <i>You Are Mighty: A Guide to Changing the World</i> by Caroline Paul and Lauren Tamaki <i>Anthology of Amazing Women: Trailblazers Who Dared to Be Different</i> by Sandra Lawrence	<i>Enchanted Air: Two Cultures, Two Wings, A Memoir</i> by Margarita Engle <i>Stars Beneath Our Feet</i> by David Barclay Moore <i>Amina’s Voice</i> by Hena Khan <i>Prisoner B-3087</i> by Alan Gratz <i>Step Up to the Plate, Maria Singh</i> by Uma Krishnaswami <i>Piecing Me Together</i> by Renée Watson <i>Okay for Now</i> by Gary Schmidt
Word Work	<ul style="list-style-type: none"> Clarifying Strategies Word families Word structures Gathering “Cool Words We Want to Use” 	<ul style="list-style-type: none"> High frequency signal words Assessing familiarity, analyzing word parts Chunking complex sentences Using strategies for solving the meaning of unknown words 	<ul style="list-style-type: none"> Derive the meaning of new words using flexible strategies Developing a strategy for dealing with unknown words Adopting a personal approach to building your vocabulary bank 	<ul style="list-style-type: none"> Incorporating new vocabulary into everyday speech Developing your own plan for vocabulary development – effective strategies Word solving actions
Speaking and Listening	<ul style="list-style-type: none"> Think-pair-share, listening, mirroring Using a think aloud to make thinking visible Discussion protocols 	<ul style="list-style-type: none"> Discussing literature, agreeing/disagreeing, sharing the air Using academic language in partner and group discussions Facilitating discussions Book talks by students and community 	<ul style="list-style-type: none"> Facilitating discussions Expanding upon ideas in discussions Using academic language Using the text to support ideas Inquiry Groups: Facilitating and engaging in discussions about texts 	<ul style="list-style-type: none"> Presentation skills: Sharing and discussing favorite books and authors, reflecting upon growth and next steps as readers Book clubs: facilitating and engaging in discussions about books and ideas Asking rich questions for discussions Listening to others and building on ideas
Conferences/Small Group Instruction	<ul style="list-style-type: none"> Assessing student reading (QRI or F&P) Compliment Conferences Setting reading goals Selecting independent reading books 	Conferences: <ul style="list-style-type: none"> monitoring for meaning writing about reading using rubrics and exemplars to set goals in utilizing metacognitive reading strategies and responding to text Small Group: <ul style="list-style-type: none"> Comprehension strategies Using rubrics and a reading progression to self-assess and set goals 	Conferences: <ul style="list-style-type: none"> identifying multiple main ideas and supporting details in text using text evidence to support ideas and thinking Small Group: <ul style="list-style-type: none"> Inferring Determining importance Summary/synthesis Evaluating Text Structure Author’s purpose 	Conferences & Small Group Focus: <ul style="list-style-type: none"> Synthesizing Analyzing Book club discussion techniques: facilitating discussion, presenting opposing ideas, responding to questions, elaborating upon ideas, grounding the discussion in the text Reflecting upon reading growth Setting goals and plans for summer reading

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Teacher Resources:

- *Mosaic of Thought: The Power of Comprehension Strategy Instruction*, Ellin Keene & Susan Zimmerman
- *Strategies that Work: Teaching Comprehension for Understanding and Engagement*, Stephanie Harvey & Anne Goudvis
- *The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*, Jennifer Serravallo
- *Conferring with Readers: Supporting Each Student’s Growth & Independence*, Jennifer Serravallo & Gravity Goldberg
- *Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy*, Irene C. Fountas & Gay Su Pinnell
- *Improving Comprehension with Think-Aloud Strategies*, Jeffrey Wilhelm
- *Total Literacy Techniques: Tools to Help Students Analyze Literature and Informational Texts*, Persida Himmele & William Himmele with Keely Potter
- *Getting Into Words: Vocabulary Instruction that Strengthens Comprehension*, Shira Lubliner
- *Word Study Lessons: Phonics, Spelling, and Vocabulary*, Fountas & Pinnell