ACSA Reading Curriculum

2022/2023

Update Highlights

- Changing over to semester syllabus for each section: A, B & C
- Each class progresses through a strand of nonfiction, informational text and fiction standards
- Complexity and course rigor increase as students move through each strand
- Proof of each objective completion will provide families with evidence of student growth and rationale for progressing to the next class.
- Syllabus is intended to provide not only a focus of standards and objectives but will also provide a pacing schedule for each class.
- Electronic resources will be connected to each assignment for each theme.
- I am working myself out of a job...

Objective Continuum for Fall '22

Class A	Class B	Class C
• Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	• Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as
• **Identify** the main idea of a piece of non fiction text and support it with two details from the text.	• Explain how the theme of a text is developed.	• inferences drawn from the text.
		• Provide an unbiased summary of a text.
• Understand and **apply** effective communication skills in literature circle discussions.	• explain how elements of a story work together.	• explain how elements of a story work together.
	• Understand and **apply** effective communication skills in literature circle discussions.	• Understand and **apply** effective communication skills in literature circle discussions.
• Identify **parts** of the plot structure of a fictional piece of writing.	• Identify **parts** of the plot structure of a fictional piece of writing.	• Explain how characters, setting and plot interact to support and develop the theme.
• Identify informational **text features** in a magazine, news or book.	• Identify informational **text features** in a magazine, news or book.	• Identify informational **text features** in a magazine, news or book and explain multiple central ideas throughout the text.
• Read text (fictional and nonfiction) with **appropriate** inflection and fluency.	• Read text (fictional and nonfiction) with **appropriate** inflection and fluency.	• Read text (fictional and nonfiction) with **appropriate** inflection and fluency.
	• Analyze how details and evidence within the text supports what the author states directly and what he/she implies.	• Refer to the text and find specific examples that strongly support thoughts and inferences about a text.
		• Analyze the impact of an author's word choice on the meaning and tone of a text

Scoring

GRADING: To determine your final grade in the course, I will calculate your percentage by dividing your total earned points by the total points possible. These will be converted to letter grades as follows:

90-100% = A   80-89% = B   70-79% = C   60-69% = D   < 59% = F

Grades are weighted as follows:
Reading Logs = 15% of Total Grade
Classwork = 35% of Total Grade
Projects and Test = 50% of Total Grade

First Quarter	**1600 points**
Second Quarter	**1700 points**
Total	**3300 points**

COURSE REQUIREMENTS

Deadlines for all assignments are listed in the course calendar at the end of this syllabus.

Reading Logs (Homework)   100 points each (total of 8 reading logs per quarter)
Students will be assigned homework every night in the form of reading for a minimum of 30 minutes and completing a reading log. Each reading log will be based on a concept introduced in class such as summarization, plot structure, main ideas and supporting details, context clues and text features (see Objectives). Parents are expected to sign their student's reading log each night. A parent's signature indicates that the students read for a minimum of 30 minutes. Each reading log is worth

Literature Circle Assignments (Classwork)   100 points (Minimum One per Quarter)
Literature Circles give students a chance to learn how to have rich conversations surrounding text with other students. Students will have various tasks and jobs to complete during a literature circle study as well as daily reading.

Literature Circle Culminating Project (Projects and Test)   100 points (One Per Quarter)
The culminating project for your literature circle is a project that you can complete on your own or with a group. These projects are designed to show that you read the book and provide others with that information. The can range from book talks to posters. Projects should be approved before starting.

Accelerated Reader Test   100 points (Minimum: One in Q1 and Two in Q2)
Students are expected to read everyday. When a student finishes reading a book, they will take an AR Test. The AR test is about the book they have read and includes one to three tests that cover; Comprehension, Vocabulary and Literary Skills. Each test and book has a point value attached to it. "A" Class students will be expected to take a minimum of one test (read at least one book) in the first quarter and two test (read at least two books, one at home and one at school) for the second quarter. As students progress through the year, or from "A" class to "B" class, they will transition from a book goal to a point goal they will set.

CommonLit Text Dependant Questions (Classwork)   100 points (total of 4 Per Quarter)
We use CommonLit to provide companion text to what we are reading. Students will read the article and have a total of one week to answer the questions to an assigned story or text.

Literature Circle Reading Standards Test (Projects and Test)   100 points (Minimum One Per Quarter)
Use your Literature Study book to show your comprehension of the literary terms we have learned. You will be evaluated on your comprehension of your literature study book, as well as your ability to apply the literary terms to that book. You can use a copy of the book for this test and are encouraged to use specific examples from the text to show your understanding.

Conclusion/Rationale

- These updates are intended to increase our schools potential in sustainably maintaining a project based environment independent of the teacher
- Provide clear objectives and expectations for not only students but families as well
- Provides all stakeholders with the same information