



### Course Numbers

- RD007/008 (Power Reading)
- RD201/202 (Power Literacy)
- RD091/092 (Focused Reading)
- LA1210/1220 (SPED Power English)

# Reading Support 2018-2019

*Middle School: An intensive intervention course for reading, focused on the core elements of comprehension, fluency, vocabulary, and writing (different reading support courses focus on a different combination of these elements). This course is graded Pass/No Pass.*

*High School: 1.0 elective credit. An intensive intervention course for reading, focused on the core elements of comprehension, fluency, vocabulary, and writing, often supplemented with specialized software or programs of study. This course is graded Pass/No Pass.*

<http://secondaryliteracy.dmschools.org/>  
<http://grading.dmschools.org>



Version: Gamma+

# Standards-Referenced Grading Basics

The teacher designs instructional activities that grow and measure a student’s skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called **learning targets**. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

4	▲	In addition to all and applications
3	⊕	Students demonstrate A. Craft c B. Maint C. Initiate
2	⊕	Students demonstrate A. Identif B. Ono
1	⊗	Student's perform knowledge.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Each arrow bullet point represents an **unpacked requirement** of the target

Scale Level Symbols	
▲	The targets on this level can be <b>changed</b>
⊕	Targets on this level can <b>not</b> be changed
⊕	<b>More</b> targets can be added to this level
⊗	<b>No</b> targets are written at this level

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	<b>4.0</b>
Demonstrate all learning targets from Level 3 with partial success at Level 4	<b>3.5</b>
Demonstrate all learning targets from Level 3	<b>3.0</b>
Demonstrate at least half of the Level 3 learning targets	<b>2.5</b>
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	<b>2.0</b>
Demonstrate at least half of the Level 2 learning targets and no Level 3 learning targets	<b>1.5</b>
Demonstrate none of the learning targets from Level 2 or Level 3	<b>1.0</b>
Produce no evidence appropriate to the learning targets at any level	<b>0</b>

## Pass/No Pass



Reading Support classes are built on a **Progress-Based** model of SRG. This means that the courses end not in a letter grade but in a designation of *PASS* or *NO PASS*. This determination is made by averaging the student’s Topic Scores in all reported topics. Students who have an average of 1.5 or higher receive a grade of *PASS*, and those whose Topic Scores average to a number lower than that earn a grade of *NO PASS*. Use the scales on the following pages to determine what Topic Score to give a student in each Topic. In general, we look to a combination of *most recent evidence* and *patterns of evidence* to determine what Topic Score a student should receive.

**Score Definitions:**

- 0:** Student is making no progress in this topic.
- 1:** Student is making minimal progress in this topic.
- 2:** Student is making adequate progress in this topic.
- 3:** Student is making significant progress in this topic. Additionally, the student *may* be on track to exit from intervention by its end.

**Topics Typically Taught**

Each course governed by this curriculum guide can choose its own Topics for reporting, based on the design of the intervention. The Topics typically used by each are listed here. Unused topics should be *left blank* in the grade book.

- Power Reading:** Comprehension, Vocabulary, Writing
- Focused Reading:** Comprehension, Fluency, Vocabulary
- Power Literacy:** Comprehension, Fluency, Vocabulary, Writing
- SPED Power English:** Comprehension, Fluency, Vocabulary, Writing

Course Map





Grading Topics (Year-Long)	Standards Alignment	Courses That Typically Report This Topic
<b>Comprehension Growth</b>	<ul style="list-style-type: none"> <li>• Reading Literature I</li> <li>• Reading Literature 10</li> <li>• Reading Informational Text I</li> <li>• Reading Informational Text 10</li> </ul>	<ul style="list-style-type: none"> <li>• Power Reading</li> <li>• Focused Reading</li> <li>• Power Literacy</li> <li>• SPED Power English</li> </ul>
<b>Writing Growth</b>	<ul style="list-style-type: none"> <li>• Writing 4</li> <li>• Writing 5</li> <li>• Writing 10</li> </ul>	<ul style="list-style-type: none"> <li>• Power Reading</li> <li>• Focused Reading</li> <li>• Power Literacy</li> <li>• SPED Power English</li> </ul>
<b>Vocabulary Growth</b>	<ul style="list-style-type: none"> <li>• Reading Literature 4</li> <li>• Reading Informational Text 4</li> <li>• Language 4</li> <li>• Language 6</li> </ul>	<ul style="list-style-type: none"> <li>• Power Reading</li> <li>• Focused Reading</li> <li>• Power Literacy</li> <li>• SPED Power English</li> </ul>
<b>Fluency Growth</b>	<ul style="list-style-type: none"> <li>• Foundational Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Power Reading</li> <li>• Focused Reading</li> <li>• Power Literacy</li> <li>• SPED Power English</li> </ul>


**Digital Tools**

[Achieve3000 Differentiated Literacy Tool](#)

[Revision Assistant Writing Feedback Tool](#)

*Have more tools that should be included in this box? E-mail the Secondary Literacy Curriculum Coordinator.*

Grading Topic: <b>Comprehension Growth</b>	
<b>3</b> 	Student is <b>ON LEVEL</b> or has made <b>SIGNIFICANT PROGRESS</b> <i>Students demonstrate they have the ability to comprehend text at a level equal to or exceeding expectations for a student of their grade level</i>
<b>2</b> 	Student is <b>GROWING</b> or has made <b>ADEQUATE PROGRESS</b> <i>Students demonstrate they have the ability to comprehend text at a level that shows notable or consistent growth from the student's previous skills</i>
<b>1</b> 	Student is <b>STRUGGLING</b> or has made <b>MINIMAL PROGRESS</b> <i>Students demonstrate they have the ability to comprehend text at a level that shows minimal or irregular growth from the student's previous skill</i>
<b>0</b> 	Student has made <b>NO PROGRESS</b> <i>Students demonstrate they have the ability to comprehend text at a level that shows no growth from the student's previous skill</i>



**Standard Language: CCSS ELA RL.\_\_.1**  
**Standard Language: CCSS ELA RL.\_\_.10**  
**Standard Language: CCSS ELA RI.\_\_.1**  
**Standard Language: CCSS ELA RI.\_\_.10**

*Click the link at the right for more details on these standards.*

\*When labeling standards, substitute the grade level for the blank space in each code (thus 7<sup>th</sup> grade would be **CCSS ELA RL.7.1**) except for high school. In high school, grades 9 and 10 use a **9-10** in the blank and grades 11 and 12 use an **11-12** in the blank.

### Learning Targets

**Primary Target:**


Use *reading strategies* to comprehend a text  
*(Substitute the name of or a description of a particular strategy for the italicized words in this target)*





**Possible Supplemental Targets:**


- Demonstrate inferencing strategies for comprehension
- Cite textual evidence to support claims
- Accurately respond to text-dependent questions
- Identify author's purpose in a text

### Digital Support Tools

Achieve3000 can be a powerful tool for measuring student comprehension. For access to Achieve3000 for you or your students, contact the Secondary Literacy Curriculum Coordinator



Grading Topic: <b>Writing Growth</b>	
<b>3</b> 	Student is <b>ON LEVEL</b> or has made <b>SIGNIFICANT PROGRESS</b> <i>Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level equal to or exceeding expectations for a student of their grade level</i>
<b>2</b> 	Student is <b>GROWING</b> or has made <b>ADEQUATE PROGRESS</b> <i>Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level that shows notable or consistent growth from the student's previous skills</i>
<b>1</b> 	Student is <b>STRUGGLING</b> or has made <b>MINIMAL PROGRESS</b> <i>Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level that shows minimal or irregular growth from the student's previous skill</i>
<b>0</b> 	Student has made <b>NO PROGRESS</b> <i>Students demonstrate they have the ability to produce and edit narrative, informational, and argumentative text at a level that shows no growth from the student's previous skill</i>



**Standard Language: CCSS ELA W.\_\_.4**  
**Standard Language: CCSS ELA W.\_\_.5**  
**Standard Language: CCSS ELA W.\_\_.10**

*Click the link at the right for more details on these standards.*

\*When labeling standards, substitute the grade level for the blank space in each code (thus 7<sup>th</sup> grade would be **CCSS ELA W.7.1**) except for high school. In high school, grades 9 and 10 use a **9-10** in the blank and grades 11 and 12 use an **11-12** in the blank.

### Learning Targets

**Primary Target:**


*Write **product** in response to a text*  
*(Substitute the name of or a description of a particular writing product for the italicized words in this target)*





**Possible Supplemental Targets:**


- Produce a summary
- Revise a summary
- Produce a journal entry
- Revise a journal entry
- Produce a critique of a text
- Revise a critique of a text

### Digital Support Tools

Revision Assistant can be a powerful tool for measuring student writing growth. For access to Revision Assistant for you or your students, contact the Secondary Literacy Curriculum Coordinator



Grading Topic: <b>Vocabulary Growth</b>	
<b>3</b> 	Student is <b>ON LEVEL</b> or has made <b>SIGNIFICANT PROGRESS</b> <i>Students demonstrate they have the ability to acquire and use vocabulary at a level equal to or exceeding expectations for a student of their grade level</i>
<b>2</b> 	Student is <b>GROWING</b> or has made <b>ADEQUATE PROGRESS</b> <i>Students demonstrate they have the ability to acquire and use vocabulary at a level that shows notable or consistent growth from the student's previous skills</i>
<b>1</b> 	Student is <b>STRUGGLING</b> or has made <b>MINIMAL PROGRESS</b> <i>Students demonstrate they have the ability to acquire and use vocabulary at a level that shows minimal or irregular growth from the student's previous skill</i>
<b>0</b> 	Student has made <b>NO PROGRESS</b> <i>Students demonstrate they have the ability to acquire and use vocabulary at a level that shows no growth from the student's previous skill</i>



**Standard Language: CCSS ELA RL.\_\_.4**  
**Standard Language: CCSS ELA RI.\_\_.4**  
**Standard Language: CCSS ELA L.\_\_.4**  
**Standard Language: CCSS ELA L.\_\_.6**

*Click the link at the right for more details on these standards.*

\*When labeling standards, substitute the grade level for the blank space in each code (thus 7<sup>th</sup> grade would be **CCSS ELA L.7.1**) except for high school. In high school, grades 9 and 10 use a **9-10** in the blank and grades 11 and 12 use an **11-12** in the blank.

### Learning Targets

**Primary Target:**


Use *vocabulary strategy* to increase word knowledge  
*(Substitute the name of or a description of a particular vocabulary strategy for the italicized words in this target)*





**Possible Supplemental Targets:**


- Recall definitions of academic vocabulary terms
- Determine meaning of words from context
- Describe the meaning of a word in multiple ways
- Recall definitions of words from a text
- Use knowledge of word roots and affixes to define unfamiliar words

### Digital Support Tools

Achieve3000 can be a potential source of words and text for measuring student vocabulary growth. For access to Achieve3000 for you or your students, contact the Secondary Literacy Curriculum Coordinator



Grading Topic: Fluency Growth	
<b>3</b> 	<p>Student is <b>ON LEVEL</b> or has made <b>SIGNIFICANT PROGRESS</b></p> <p>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level equal to or exceeding expectations for a student of their grade level</p>
<b>2</b> 	<p>Student is <b>GROWING</b> or has made <b>ADEQUATE PROGRESS</b></p> <p>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level that shows notable or consistent growth from the student's previous skills</p>
<b>1</b> 	<p>Student is <b>STRUGGLING</b> or has made <b>MINIMAL PROGRESS</b></p> <p>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level that shows minimal or irregular growth from the student's previous skill</p>
<b>0</b> 	<p>Student has made <b>NO PROGRESS</b></p> <p>Students demonstrate they have the ability to read complex text both aloud and silently at a rate that is both appropriate to the text and at a level that shows no growth from the student's previous skill</p>



**Standard Language: CCSS  
ELA RF.5.3**

**Standard Language: CCSS  
ELA RF.5.4**

Click the link at the right for more details on these standards.

\*Note that fluency, as part of the Reading Foundations strand of the Core Standards, does not exist above the 5<sup>th</sup> grade. This is why the standards listed here are coded as grade 5 standards.

**Learning Targets**

Primary Target:

Read at a rate and with a style that demonstrates appropriate *fluency skill*  
(Substitute speed, phrasing, accuracy, or expression for the italicized words in this target)

Possible Supplemental Targets:

- Pause for punctuation
- Chunk multi-syllabic words for automaticity
- Reread for self-correction
- Use letter-sound relationships to determine new words
- Use appropriate expression

**Digital Support Tools**

For those schools that have purchased access, Achieve3000's Boost product or the Lexia Middle School product can be potential sources of strategies and text for measuring student fluency growth. For more information, contact the Secondary Literacy Curriculum Coordinator.

