

# Middle School Reading Curriculum Framework Overview

At the Middle School level, students should be presented with a wide range of reading experiences involving print and non-print materials encompassing the four areas assessed: Literary, Informational, Persuasive and Practical Workplace. These experiences should be provided to students, at all levels, in middle school through the varied methods of “read aloud”, “shared reading”, “guided reading (when appropriate) and “independent reading”. The Recommended Curriculum Map provides a suggested sequence for addressing the four assessed genres of reading. In doing so, this sequence has been intentionally constructed to make connections between the parallel processes of reading and writing, as well as connecting to the other content areas, specifically, but not exclusively, Drama. In this way, the reading of authentic texts becomes a springboard for real, authentic writing, across the curriculum. The Recommended Curriculum Framework combines the instructional sequence, which ensures explicit instruction for each of the assessed genres several times throughout the year, with identified core content and skills that have critical relationships with each reading genre.

In the Curriculum Framework, the essential core content is listed in the “Content” column. This column identifies **what** students need to **know** within the four assessed areas of reading. All Academic Expectation, Demonstrators, and related Program of Studies skills are listed under the “Demonstrators” column. These demonstrators are what students need to be able to **do** with the essential core content.

In the area of reading, there are many skills and processes that students apply across all types of reading. These skills and processes have been identified and organized in the *revised* FCPS Competency Assurance document. These skills and processes have been organized into the following strands from Program of Studies: Meaning of Text, Word Attack Strategies (vocabulary and word patterns), Concepts of Print, Experience with Text, Monitoring Strategies, Retelling, Summarizing, Text Structure, Comprehension and Fluency. Many of these skills have not been identified in the curriculum framework; due to the nature of the process of reading, and since students develop their acquisition of reading at different rates. The Core Content skills identified as “RD-M-x.01, etc. have likewise been incorporated into the revised document, and all of these identified skills should be taught, on a mastery basis, regardless of the type of reading addressed. With this in mind, assessment should be the foundation for what drives instruction.

Speaking, Listening and Observing skills are used to communicate information for a variety of authentic purposes, situations and audiences across all types of reading. Likewise, the integration of inquiry skills and technology across all types of reading allows students to discover and communicate ideas and information. While these skills are not specifically addressed in the framework, they are nevertheless embedded within a complete curriculum. Therefore, it is essential to use the competency assurance documents, along with the Reading Curriculum Framework, in order to provide students with a comprehensive reading program.

<b>Term</b>	<b>Definition</b>
<b>Academic Expectations</b> A E	From <i>Transformations: Kentucky’s Curriculum Framework</i>
<b>Demonstrators</b>	What students should be able to do with the content they have learned.
<b>Core Content for Assessment</b> CC  (e.g., <b>RD-M-1.0.7</b> )	<b>RD</b> —Reading <b>M</b> —Middle School <b>Content Category Number</b> —1 (Literary), 2 (Informational), 3 (Persuasive), 4 (Practical/Workplace) <b>Group Category Number</b> —Similar Core Content is bundled into groups <b>Item Number</b> —Item number within a group
<b>Program of Studies</b> POS  (e.g., <b>POS-ELA-6-R--5</b> )	<b>POS</b> —Program of Studies <b>ELA</b> —English/Language Arts <b>Level</b> —6 (Sixth), 7 (Seventh), 8 (Eighth) <b>Content Category</b> —R <b>Item Number</b> —Item number within a category
<b>Competency Assurance</b> CA	Fayette County Public Schools’ standards document