

COURSE OF STUDY GUIDE

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: _____ READING INSTRUCTION _____

DEPARTMENT: _____Special Education_____ DATE REVISED: _June 26, 2013____

GRADE: __9, 10, 11 and 12____

I. COURSE ORGANIZATION

Length: ___ whole year ___

Credits: _____0_____

Periods Per Week: _____one or more _____

Weighted: _____0_____

Prerequisite: _____n/a_____

II. COURSE DESCRIPTION

As per student's IEP, students will work on reading skills at their appropriate level. Skills may include phonics, word recognition, fluency, and comprehension skills.

III. COURSE MISSION

To guide students to greater reading efficiency, confidence, and enjoyment.

IV. DEPARTMENT MISSION

VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- *Student's reading levels will be benchmarked twice a year (September and April) using a variety of diagnostic tools such as the Qualitative Reading Inventory (QRI) which assesses fluency, accuracy and comprehension, and the WADE (Wilson Assessment for Decoding and Encoding) which diagnoses phonic strengths and weaknesses. Both are used to inform instruction.*
- *Weekly log of errors and accomplishments.*

VII. POSSIBLE ASSESSMENT TASKS

- *The QRI includes reading words in isolation, as well as leveled passage reading.*
- *The WADE includes phonics recognition and leveled word lists to demonstrate student's strengths and weaknesses*

VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

Content Pacing Guide & Standards

| Unit Title: PHONICS & WORD RECOGNITION | | |
|--|------------------|----------------------|
| Content | Standards | Time Frame |
| RHYME | RF K.2.a | 5 mins as needed |
| SYLLABLE, <i>cvc</i> | RF K.2.d | 5 -15 mins as needed |
| HIGH FREQUENCY WORDS | RF K.3.c | 3-5 mins as needed |
| LONG AND SHORT VOWEL SOUNDS | RF 1.2.a | 3-10 mins as needed |
| BLENDS | RF 1.2.b | 3-10 mins as needed |
| DIGRAPHS | RF 1.3.a | 3-5 mins as needed |
| TWO SYLLABLE WORDS | RF 1.3.e | 5-15 mins as needed |
| INFLECTION | RF 1.3.f | 3-5 mins |
| IRREGULAR WORDS | RF 1.3.g | 3-5 mins |
| TWO SYLLABLE WORDS W LONG VOWELS | RF 2.3.c | 5-15 mins as needed |
| PREFIX/SUFFIX | RF 2.3.d | 5-20 mins |
| MULTISYLLABLE WORDS | RF 3.3.c | 5-15 mins |
| READ ACCURATELY UNFAMILIAR WORDS IN AND OUT OF CONTEXT | RF 4.3.a | 10-25 mins |

| Unit Title: FLUENCY(with grade level text) | | |
|---|------------------|-------------------|
| Content | Standards | Time Frame |
| READ WITH PURPOSE & UNDERSTANDING | RF 1.4.a-4.4.a | 10-25 mins |
| READ WITH ACCURACY | RF 1.4.b | 10-25 mins |
| READ AT APPROPRIATE RATE | RF 1.4.b | 5-10 mins |
| READ WITH EXPRESSION ON SUCCESSIVE READINGS | RF 1.4.b | 5-10 mins |
| USE CONTEXT TO READ W UNDERSTANDING | RF 1.4.c | 15-25 mins |
| USE CONTEXT TO APPLY SELF CORRECTION | RF 1.4.c | 15-25 mins |
| USE REREADING TO ASSIST UNDERSTANDING | RF 1.4.c | 10-25 mins |

| Unit Title: COMPREHENSION SKILLS (informational text) | | |
|--|------------------|---------------------------|
| Content | Standards | Time Frame |
| UNDERSTAND EXPOSITORY TEXT | RI 6.1 | 5 to 25 mins as available |
| MAKE LOGICAL INFERENCES | RI 6.1-9/10.1 | 5 to 25 mins as available |
| CITE EVIDENCE FROM TEXT | RI 6.1 | 5 to 25 mins as available |
| DETERMINE CENTRAL IDEAS | RI 6.2 | 5 to 25 mins as available |
| SUMMARIZE TEXT | RI 6.2 | 5 to 25 mins as available |

IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS

Possible instructional techniques may include but may not be limited to the following:

- **Model positive reading behaviors**
- **iPad:** working independently, or in teams, or taking turns, with or without teacher support as appropriate, students practice identifying correct sounds, using correct syntax in sentences, using correct comparative suffix, sequencing, opposites, prepositions, matching, visual literacy and comprehension practice, etc (more to be added as needed)
- **Wilson: a combination of some or all of the following:** phonics drill call and response; direct instruction, pencil and paper exercises, oral reading rehearsal, multi-sensory manipulation, oral or written comprehension checks
- **Vocab through Morphemes:** direct instruction on suffixes and prefixes designed to improve both reading fluency and comprehension. Student exercises include pencil and paper rehearsal with oral reading.
- **Lakeshore Leveled Reading Comprehension Passages:** direct instruction for identifying main idea, evidence, summarizing skills etc., from grade appropriate expository text
- **Emergent readers:** rehearsal of targeted phonic skills to build fluency
- **Vocab taken from authentic text**
- **KWL; Cloze**
- **Rehearsal with:**
 - Manipulating sounds (rhyme, blend, segment, count, switch, substitute, delete, match)
 - Interpreting information from charts, diagrams, etc
 - Retelling
 - Following directions
 - Visualization
 - Identifying the difference between fact and opinion
 - Justifying your answers
- **Comprehension Skills** (direct and explicit instruction)
 - Targeted reading (headings, vocab lists, italics, captions etc)
 - Identifying author's purpose
 - Pre-reading/during/post strategies
 - *Active Reading Strategies* (questioning, predicting, clarifying, connecting, summarizing, evaluating)
 - WWWWW & H questions
 - Answer and/or create follow up questions
 - Annotation techniques

X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS

XI. MATERIALS/TECHNOLOGY

- newspaper; magazines
- word wheels
- building blocks
- laptop software
- sight word cards (and personalized lists)
- emergent readers
- ipad and apps
- games: Concentration, Hangman, Bingo, WordSearch
- *Wilson Reading System*
- *Lakeshore Leveled Reading Comprehension* passages (expository)
- *Vocab Through Morphemes*
- Functional life skills readers (Supermarket, Emergency, Health Care, Restaurant)
- Student's content reading (Social Studies, English, and Science textbooks)