

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)