

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Reading Basics																		
DISTRICT COURSE NUMBER #0806		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 2100																
Rationale:	<p>The purpose of the Reading Basics Class is to make students more strategic in their approach to basic reading skills and to help them develop as a reader. Some of the active, strategic reading focuses that will be modeled, taught, and practiced are:</p> <ul style="list-style-type: none"> - decoding and word analysis improvement - building fluency and word recognition - comprehension and critical thinking skill construction - independent reading <p>The reading basics program focuses on essential skills for the significantly below grade level reader. Students will be encouraged to build reading skills that can be generalized into practical situations. Attitudes about reading will be addressed. By encouraging individual growth, the reading program will develop skill-based confidence in each student and a belief in his/her own ability to process and comprehend written text.</p> <p>Students will be assessed by a variety of measures, both formal and informal, to determine areas of individual strengths and weaknesses. Students and IEP teams will help determine, based on assessment information, realistic goals for improvement.</p>																	
Course Description that will be in the Course Directory:	<p>This reading course will emphasize the development of decoding strategies, fluency and comprehension. Students will be provided with the basic support of comprehension strategies as needed to understand a variety of reading materials. These skills will support students to be more active, strategic readers promoting learning in all subject areas as well as reading for pleasure and in practical situations. Attitudes about reading will be addressed and students will be encouraged to develop positive concepts of themselves as readers.</p>																	
How Does this Course align with or meet State and District content standards?	<p>This is an elective class that will support special day class students in improving their basic reading skills.</p> <p>Using the state framework, the Reading Basics Course reflects California's Common Core State Standards in Reading for Grades Kindergarten through 5. Units in Reading Basics will be addressing the following areas: Pre-reading Skills Development: Decoding and Word Analysis Reading Skills Development: Fluency and Word Recognition Reading Skills Development: Comprehension and Critical Thinking Application of Reading Skills: Becoming an Independent Reader</p>																	
NCLB Core Subjects:	<p><i>Select up to two that apply:</i></p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Arts</td> <td><input type="checkbox"/> Civics and Government</td> <td><input checked="" type="checkbox"/> Not Core Subject</td> </tr> <tr> <td><input type="checkbox"/> Economics</td> <td><input type="checkbox"/> History</td> <td></td> </tr> <tr> <td><input type="checkbox"/> English</td> <td><input type="checkbox"/> Mathematics</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Foreign Language</td> <td><input type="checkbox"/> Reading / Language Arts</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Geography</td> <td><input type="checkbox"/> Science</td> <td></td> </tr> </table>			<input type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	<input checked="" type="checkbox"/> Not Core Subject	<input type="checkbox"/> Economics	<input type="checkbox"/> History		<input type="checkbox"/> English	<input type="checkbox"/> Mathematics		<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts		<input type="checkbox"/> Geography	<input type="checkbox"/> Science	
<input type="checkbox"/> Arts	<input type="checkbox"/> Civics and Government	<input checked="" type="checkbox"/> Not Core Subject																
<input type="checkbox"/> Economics	<input type="checkbox"/> History																	
<input type="checkbox"/> English	<input type="checkbox"/> Mathematics																	
<input type="checkbox"/> Foreign Language	<input type="checkbox"/> Reading / Language Arts																	
<input type="checkbox"/> Geography	<input type="checkbox"/> Science																	
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____	INSTRUCTIONAL LEVEL CODE <input checked="" type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40)															

	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester	
Grade Level(s):	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	
Credit:	<input checked="" type="checkbox"/> Number of credits: 5 per semester	<input type="checkbox"/> College Prep
	<input type="checkbox"/> Meets graduation requirements (subject _____) <input type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement _____	
Prerequisites:	None	
Department(s):	Special Education	
District Sites:	All	
Board of Trustees COS Adoption Date:	5/14/2013	
Textbooks / Instructional Materials:	TBD (2013-2014)	
Funding Source:	General Fund	
Board of Trustees Textbook Adoption Date:	NA	

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Reading Basics #0806

TABLE OF CONTENTS

<u>STATE CONTENT STANDARD #</u>	<u>CONTENT STANDARD/UNIT TOPIC</u>	<u>PAGE</u>
	Pre-Reading Skills Development: Decoding and Word Analysis.....	4
	Reading Skills Development: Fluency and Word Recognition.....	6
	Reading Skills Development: Comprehension and Critical Thinking.....	8
	Application of Reading Skills: Becoming an Independent Reader.....	10

EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Reading Basics**

Course Number: **#0806**

Unit Title: **Pre-Reading Skills Development: Decoding and Word Analysis**

Content Area Standards (Please identify the source): List content standards students will master in this unit.
Reflect California's Common Core State Standards in Reading Standards: Foundational Skills (K-5)

-Grade 1 Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Distinguish long from short vowel sounds in spoken single syllable words.
 - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
 - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
 - Segment spoken single-syllable words

-Grade 1 Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- Know the spelling-sound correspondences for common consonant digraphs.
 - Decode regularly spelled one-syllable words.
 - Know final -e and common vowel team conventions for representing long vowel sounds.
 - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 - Decode two-syllable words following basic patterns by breaking the words into syllables.
 - Read words with inflectional endings.

-Grade 1 Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

-Grade 4 Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to:

- Analyze words at the phonemic level.
- identify common sight words
- process word families and inflectional endings of words.
- learn strategies for decoding multi-syllabic words.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

- Suggested Strategies
- Technology based software
- Use Specific Standards reading program
- Dolch Sight Word List
- Flash Cards Technology programs
- Specific standards reading program (Lindamood Bell)
- Direct teaching of decoding instructions
- Prefix, suffix, and stem word practice
- Dictionary definitions worksheets

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students' ability will be assessed by pre and post testing to determine proper level within the reading classroom; as well as continual informal teacher assessment, feedback and student self-assessment of fluency and comprehension to evaluate progress.

- 1) Students will have ongoing and regular assessment using curriculum and skill based measures.
- 2) Students will be informally assessed by the teacher on a weekly basis to determine fluency and comprehension
 - a) Words per minute
 - b) Worksheets
 - c) Summaries
 - d) Question and answer
 - e) Graphic organizers
 - f) Reflective journals
 - g) Storybooks
 - h) Comic strips
- 3) Students will assess themselves to determine their progress in fluency and comprehension
 - a) Cooperative learning exercises
 - b) Computer generated graphs for self-monitoring
 - c) Reflective journals

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

1. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
2. Review basic concepts and redo in simpler format

EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Reading Basics**

Course Number: **#0806**

Unit Title: **Reading Skills Development: Fluency and Word Recognition**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

-Grade 1 Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

-Grade 2 Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

-Grade 3 Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

-Grade 3 Craft and Structure

4. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.

-Grade 3 Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
- c. Decode multisyllable words.

-Grade 2 Phonics and Word Recognition

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

-Grade 5 Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to...

1. read with increasing speed and accuracy
2. increase their vocabulary, word recognition, and understanding
3. use dictionary, thesaurus and computer to determine related words

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Daily reading of standards based instructional reading program.
2. Read aloud in group situations.
3. Read silently at home and in school for minimum of 20 minutes, 3 times a week.
4. Have pull-out sessions with individual students to monitor reading in a quieter setting.
5. Timed reading fluency exercises.
6. Teacher model reading for better understanding of syntax, tone and inflection.
7. Use different genres for reading interest.
8. Word banks
9. Cloze reading
10. Graphic organizers
11. Flash Cards
12. Sentence writing using vocabulary words
13. Games (Bingo, Concentration, Hangman and Board games)

14. Dictionary definition practice
15. Sentence writing
16. Word comparison lists

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students' ability will be assessed by pre and post testing to determine proper level within the reading classroom; as well as continual informal teacher assessment, feedback and student self-assessment of fluency and comprehension to evaluate progress.

- 1) Students will have ongoing and regular assessment using curriculum and skill based measures.
- 2) Students will be informally assessed by the teacher on a weekly basis to determine fluency and comprehension
 - a) Words per minute
 - b) Worksheets
 - c) Summaries
 - d) Question and answer
 - e) Graphic organizers
 - f) Reflective journals
 - g) Storybooks
 - h) Comic strips
- 3) Students will assess themselves to determine their progress in fluency and comprehension
 - a) Cooperative learning exercises
 - b) Computer generated graphs for self-monitoring
 - c) Reflective journals

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

1. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
2. Review basic concepts and redo in simpler format

EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Reading Basics**

Course Number: **#0806**

Unit Title: **Reading Skills Development: Comprehension and Critical Thinking**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

-Grade 2 Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

-Grade 1 Range of Reading level and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.

a. Activate prior knowledge related to the information and events in a text.

b. Confirm predictions about what will happen next in a text.

-Grade 1 Craft and Structure

5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

-Grade 3 Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

-Grade 5 Craft and Structure

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to...

1. Develop critical thinking skills in order to evaluate and understand the reading material.

2. Compare and contrast information from various sources

3. Connect prior knowledge and personal experience to their reading

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Read stories from a variety of sources

2. Question and answer sessions in open discussion

3. Summarize the materials (passages, articles, etc.)

4. Write a variety of journal responses to reading selections

5. Self-generated questions for cooperative learning

6. Book Reports

7. Compare fact and opinion

8. Graphic Organizers such as Venn diagrams, charts, and other diagrams

9. Debates

10. Reflective journal

11. Oral discussion

12. Reading-related thematic projects such as: Creating a visual and/or oral presentation that relates to literary assignment, Computer research that ties student interest to thematic reading assignment

13. Newspaper articles

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students' ability will be assessed by pre and post testing to determine proper level within the reading classroom; as well as continual informal teacher assessment, feedback and student self-assessment of fluency and comprehension to evaluate progress.

- 1) Students will have ongoing and regular assessment using curriculum and skill based measures.
- 2) Students will be informally assessed by the teacher on a weekly basis to determine fluency and comprehension
 - a) Words per minute
 - b) Worksheets
 - c) Summaries
 - d) Question and answer
 - e) Graphic organizers
 - f) Reflective journals
 - g) Storybooks
 - h) Comic strips
- 3) Students will assess themselves to determine their progress in fluency and comprehension
 - a) Cooperative learning exercises
 - b) Computer generated graphs for self-monitoring
 - c) Reflective journals

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

1. Evaluate student learning style and reteach using manipulatives, visual representations, technology, supplemental curriculum and materials using different strategies, modalities, styles, peer tutoring, etc.
2. Review basic concepts and redo in simpler format

EDUCATIONAL SERVICES

Department: **Special Education**

Course Title: **Reading Basics**

Course Number: **# 0806**

Unit Title: **Application of Reading Skills: Becoming an Independent Reader**

Content Area Standards (Please identify the source): List content standards students will master in this unit.
Reflect California's Common Core State Standards in Reading Standards: Foundational Skills (K-5)

-Grade 2 Key Ideas and Details

2. Recount stories from diverse cultures and determine their central message, lesson or moral.

-Grade 3 Key Ideas and Details

2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

-Grade 1 Craft and Structure

5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of range of text types.

-Grade 4 Range of Reading and Level of Text Complexity

10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity, with scaffolding as needed at the high end of the range.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

Students will be able to...

1. Select own reading material that suits the students interests to be read in class and at home
2. Compare and Contrast variety of types of reading materials
3. Explain how the reading material relates to their lives or connected to their interests

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

1. Book Reports
2. Silent reading
4. Oral Reports
5. Book Critique and recommendation
6. Reading Logs
7. Journals
8. Teacher reading out loud (modeling)
9. Audio Version of Books
10. Guest readers
11. Book sharing with elementary students or younger siblings
12. Create their own books
13. Graphic organizers
14. Books, texts and programs that are generated to meet the interests of teenagers
15. Reading reflection journals
16. Preview book with movie (if available), with synopsis, with related materials
17. Bring in articles or editorials of personal interest
18. Use the newspaper for real life needs (looking for want-ads, interesting articles)
19. Use internet for reading material

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Students' ability will be assessed by pre and post testing to determine proper level within the reading classroom; as well as continual informal teacher assessment, feedback and student self-assessment of fluency and comprehension to evaluate progress.

- 1) Students will have ongoing and regular assessment using curriculum and skill based measures.
- 2) Students will be informally assessed by the teacher on a weekly basis to determine fluency and comprehension
 - a) Words per minute
 - b) Worksheets
 - c) Summaries
 - d) Question and answer
 - e) Graphic organizers
 - f) Reflective journals
 - g) Storybooks
 - h) Comic strips
- 3) Students will assess themselves to determine their progress in fluency and comprehension
 - a) Cooperative learning exercises
 - b) Computer generated graphs for self-monitoring
 - c) Reflective journals

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

- a. Evaluate student interests and select reading materials that are appropriate for their reading level, but will also help students in reading growth.