

Newport-Mesa Unified School District
Course Description
Developmental Reading 1AB (SDAIE)
(Elective)

This course is described in the High School Course of study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content for reading are determined by the instructor and described under Teacher Activities. Teachers are advised that the domains of listening/speaking and writing are also incorporated into the Developmental Reading Program. Reference to the standards for these domains can be found in the English Language Development Standards Matrix.

Overview:

Based on the English Language Development Standards, the goal of Developmental Reading 1AB is to give the student opportunities to begin the acquisition of reading competence in English. This meaning-centered reading program uses fiction and non-fiction at the appropriate level of English acquisition to enhance student confidence and promote reading proficiency for personal and educational purposes. The curriculum is designed for the beginning to early intermediate English learner and focuses primarily on sounds, spelling, vocabulary, and syntax and exposes the learner to beginning writing strategies. This course is targeted to the student who is building a foundation of basic English literacy skills. The student will be exposed to English language concepts through activities that include appropriate reading/writing materials, visuals, audiotapes, games, role play, and other meaning-based/language centered instruction. Through both curriculum and instruction, the student will learn to accommodate, with increasing confidence, the sociocultural similarities and differences between the native language setting of the home and the second language environment of the school.

1.0 Course of Study Objectives: Reading Word Analysis

ELD Standards: Beginning

- Recognize and correctly pronounce most English phonemes while reading aloud. (ES)*
- Recognize the most common English morphemes in phrases and simple sentences (e.g., basic syllabication rule, phonics, regular and irregular plurals). (ES)*

ELD Standards: Early Intermediate

- Produce most English phonemes comprehensibly while reading aloud one's own writing, simple sentences or simple texts.
- Use common English morphemes in oral and silent reading. (ES)*
- Recognize obvious cognates (e.g., *education, educación; actually, actulamente*) in phrases, simple sentences, literature, and content area texts.

1.1 SUGGESTED STUDENT ACTIVITIES

The students will read standards-based materials and literature appropriate to their reading level. Students will read to comprehend meaning, improve vocabulary comprehension by participating in discussions, collaborative learning activities, vocabulary building strategies, phonemic awareness exercises, comprehension checks, and maintaining reading/vocabulary journals. Reading strategies such as guided experience, listen/read along experience, independent/ group activities, and partner reading will be utilized to increase English reading proficiency level. When available, primary language support should be used.

1.2 INSTRUCTIONAL MATERIALS USED

High Point Supplementary Reading Program

National Geographic leveled readers which complement the High Point Series

Core and extended literature, teacher-selected titles, newspapers, magazines, and recreational reading titles

Supplementary materials such as charts, picture files, vocabulary games, and other visual aides

1.3 SUGGESTED TEACHER ACTIVITIES

- Label objects in the classroom. (B)
- Restate and rephrase. (B)
- Use realia and visuals in oral language development and shared reading. (B)
- Engage students in oral reading strategies (e.g., popcorn, choral, round robin reading, etc). (B)
- Model correct pronunciation. (B)

- Teach phonemic awareness through sound repetition, chants, poems, rhymes, pattern books, etc. (B)
- Model use of vocabulary and sight words with interactive word walls, picture labels, and predictable text. (B)
- Use daily aural activities (e.g., read alouds, books on tape, books on computer, listening centers, etc.). (B, EI)
- Use student-generated text. (B, EI)
- Use TPR strategies. (B, EI)
- Use graphic organizers for concept development. (B, EI)
- Utilize interactive technology. (B, EI)
- Incorporate Readers' and Writers' workshop. (B, EI)
- Use flexible grouping and cooperative learning strategies. (B, EI)
- Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading literature circles, etc.). (B, EI)
- Use predictable/pattern books. (B, EI)
- Build on prior knowledge. (B, EI)
- Use decodable texts. (B, EI)
- Use varied reading strategies to discriminate between letters, words, & sentences (e.g., "Making Words," board games showing recognition, consonant blends, basic syllabication rules, "Bingo," "Concentration," "Daily News," calendar activities, shared writing). (B, EI)
- Use cloze techniques and story frames. (EI)
- Use sentence strips for sequencing. (EI)
- Develop activities where students label, match, and manipulate pictures/objects. (EI)
- Demonstrate use of standard dictionary. (EI)
- Model and enrich students' language. (EI)
- Teach familiar cognates when used in content-area texts. (EI)
- Introduce dialogue journals. (EI)
- Use SDAIE strategies. (EI)

2.0 Course of Study Objectives: Reading Fluency and Systematic Vocabulary Development

ELD Standards: Beginning

- Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).
- Respond with appropriate short phrases or sentences in various social and academic settings (e.g., answer simple questions).
- Use an English Dictionary to find the meaning of simple known vocabulary.
- Demonstrate comprehension by using one to two words or simple-sentence responses.
- Recognize simple affixes (e.g., educate, education), prefixes (e.g., dislike), synonyms (e.g., big, large) and antonyms (e.g., hot, cold). (ES)*

ELD Standards: Early Intermediate

- Read simple paragraphs and passages independently.
- Use appropriate connectors (e.g., first, then, after that, finally) to sequence written text.
- Recognize that some words have multiple meanings and apply this knowledge to tests. (ES)*
- Recognize simple idioms, analogies, and figures of speech in literature and subject-matter texts. (ES)*
- Use standard dictionary to find the meaning of unknown vocabulary.
- Read aloud with appropriate pacing, intonation, expression, one's own writing of narrative and expository texts.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.
- Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms to interpret the meaning of unknown words. (ES)*

2.1 SUGGESTED STUDENT ACTIVITIES

The student will learn to apply a variety of reading strategies to master the basic reading skills of phonetic analysis, structural analysis of words, structural analysis of sentences, use of contextual clues to discover words meanings, and learn to adjust his/her own strategies to better comprehend what he/she reads in independently selected pieces.

2.2 INSTRUCTIONAL MATERIALS USED

High Point Supplementary Reading Program

National Geographic leveled readers which complement the High Point Series

Core and extended literature, teacher-selected titles, newspapers, magazines, and recreational reading titles

Supplementary materials such as charts, picture files, vocabulary games, and other visual aides

2.3 SUGGESTED TEACHER ACTIVITIES

- Use simplified speech. (B)
- Use art, mime, drama, and music. (B)
- Label objects in the classroom. (B)
- Restate and rephrase. (B)
- Use realia and visuals with literature and content-area text. (B)
- Use TPR strategies. (B)
- Provide opportunities for students to make a personal dictionary. (B)
- Utilize listening centers. (B)
- Use varied reading strategies to discriminate between letters, words, and sentences (e.g., "Making Words," board games showing recognition of consonant blends, simple affixes, prefixes, synonyms and antonyms, "Bingo," "Concentration," "Daily News," calendar activities, shared writing, etc.) (B)
- Teach English dictionary skills using an appropriately-leveled dictionary. (B)
- Provide labeled picture books with basic vocabulary (e.g., household objects, food, transportation, clothing, people, etc.). (B)
- Use varied reading strategies (e.g., guided reading, shared reading, choral reading, paired reading, independent reading, read aloud, literature circles, etc.) (B, EI)
- Create a classroom of teacher-and student-generated text. (B, EI)
- Use predictable/pattern books. (B, EI)
- Utilize interactive technology. (B, EI)
- Use graphic organizers. (B, EI)
- Incorporate Readers' and Writers' Workshop. (B, EI)
- Use flexible grouping and cooperative learning strategies. (B, EI)
- Use decodable text. (B, EI)
- Build on prior knowledge. (B, EI)
- Use cloze techniques and story frames. (EI)
- Model revising and editing using student-generated text (e.g., encourage students to identify correct/incorrect items). (EI)
- Use Readers' Theater. (EI)
- Model and provide opportunities to use appropriately-leveled reference materials (e.g., dictionary). (EI)
- Provide opportunities for students to participate in small-group, teacher-led discussions. (EI)
- Use literature to expose children to multiple-meaning words. (EI)
- Use SDAIE strategies. (EI)

3.0 Course of Study Objectives: Reading Comprehension**ELD Standards: Beginning**

- Understand and follow simple multiple step oral directions for classroom or work-related activities.
- Point out text features such as the title, table of contents, and chapter headings.
- Orally identify the main ideas and some details of familiar literature and informational materials/public documents (e.g., newspaper, brochures) by using key words or phrases. (ES)*
- Recognize a few specific facts in familiar expository texts, such as consumer publications, workplace documents, and content area texts. (ES)*
- Identify the vocabulary, syntax, and grammar used in public and workplace documents e.g., speeches, debates, manuals, and contracts).
- Identify orally the beginning, middle, and end of a simple literary text.
- Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.

*Essential Standard measured on CELDT

ELD Standards: Early Intermediate

- Read a consumer or workplace document in a group activity and present a brief oral report, demonstrating three or four simple steps necessary to achieve a specific goal or obtain a product.
- Orally identify the features of simple excerpts of public documents by using key words or phrases.
- Read and orally respond to simple literary texts and texts in content areas by using simple sentences to answer factual comprehension questions. (ES)*
- Read and orally identify a few specific facts in simple expository texts, such a consumer and workplace documents and content area text.
- In simple sentences orally identify the structure and format of workplace documents (e.g., format, graphics, and headers).

3.1 SUGGESTED STUDENT ACTIVITIES

The student will employ necessary reading comprehension strategies in order to achieve better comprehension while reading selected prose representing material that will prove of interest and social compatibility to him/her. The student will paraphrase, develop images, relate reading to his/her own life and experiences, detect phonetic sounds, and define vocabulary within textual relationships as he/she reads. The student will respond to direct reading strategy activities in writing and/or speaking assignments and move through each reading selection at his/her own reading pace.

3.2 INSTRUCTIONAL MATERIALS USED

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Supplementary materials such as charts, picture files, vocabulary games, and other visual aides

3.2 SUGGESTED TEACHER ACTIVITIES

- Provide activities where students follow multistep directions. (B)
- Provide a variety of reading/listening activities. Use art, mime, music, role-playing strategies, etc. (B)
- Use simplified speech. (B)
- Use graphic organizers to explore main ideas/supporting details in literature and informational materials, public documents. (B)
- Expose students to informational materials, (e.g., newspapers, magazines, etc.) (B)
- Model use of table of contents, title page, etc. (B)
- Provide practice with text resources (e.g., pictures, lists, tables) in public and workplace documents (e.g., speeches, debates, etc.). (B)
- Use cooperative learning strategies and flexible grouping. (B, EI)
- Use TPR strategies. (B, EI)
- Utilize interactive technology. (B, EI)
- Incorporate Readers' and Writers' Workshop. (B, EI)
- Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, etc.) (B, EI)
- Use predictable/pattern books. (B, EI)
- Use reciprocal teaching, DRTA, and QAR. (B, EI)
- Build on prior knowledge. (B, EI)
- Use student-generated text. (B, EI)
- Use dialogue journals. (B, EI)
- Use decodable texts. (B, EI)
- Provide examples of fact/opinion, cause/effect. (EI)
- Provide opportunities for oral reports. (EI)
- Conduct discussions about structure and format (e.g., speeches, debates, manuals, etc.). (EI)
- Provide opportunities to practice multistep directions to operate simple mechanical devices & fill out basic forms. (EI)
- Provide exposure to a variety of informational/materials (e.g., manuals, contracts, warranties, etc.). (EI)
- Use graphic organizers. (EI)

*Essential Standard measured on CELDT

- Use SDAIE strategies. (EI)

4.0 Course of Study Objectives: Literary Response & Analysis

ELD Standards: Beginning

- Identify orally the beginning, middle, and end of a simple literary text.
- Create pictures, lists, charts, and tables to identify the sequence of events in simple literary texts.
- Recite simple poems.
- Role-play a character from a familiar piece of literature by using phrases or simple sentences.
- Read a simple selection and orally identify the speaker or narrator.

ELD Standards: Early Intermediate

- Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) using simple sentences, pictures, lists, charts, and tables.
- Read literary texts and orally identify the main events of the plot by using simple sentences. (ES)*
- Use simple sentences to orally identify basic symbolism and imagery in poetry.
- Describe briefly in simple sentences a character according to what he or she does in a familiar narration, dialogue, or drama.
- Respond orally in simple sentences to factual comprehension questions about two forms of literature (brief excerpts from a comedy and tragedy).
- Use expanded vocabulary and some descriptive words in oral responses to familiar literature.
- Identify orally the theme, plot, setting and characters of a literary selection by using simple sentences.

4.1 SUGGESTED STUDENT ACTIVITIES

The student will read and discuss literary selections to understand basic meaning and language. The student will analyze literature for comprehension of main idea and details and apply knowledge of a literary work to his/her own life experience. The student will develop a wide range of thinking skills as he/she reads, writes about, and discusses how to use effective language and the meanings discovered in literature

4.2 INSTRUCTIONAL MATERIALS USED

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Supplementary materials such as charts, picture files, vocabulary games, and other visual aides

4.3 SUGGESTED TEACHER ACTIVITIES

- Provide opportunity for reading simple selections and identifying the speaker or narrator. (B)
- Use art, mime, and music to preview literature. (B)
- Use simplified speech. (B)
- Label specific objects in text illustrations. (B)
- Model and provide opportunities for students to role-play characters. (B)
- Use graphic organizers including sequencing charts to sequence events in literature. (B)
- Model and teach beginning, middle, and ends of simple literary texts. (B)
- Introduce the concept of literature written in first and/or third person. (B)
- Provide opportunities and motivation for students to learn simple poems by rote. (B)
- Use TPR strategies. (B)
- Supplement activities with visuals, realia, and character-mapping. (B, EI)
- Utilize interactive technology. (B, EI)
- Use cooperative learning strategies and flexible grouping. (B, EI)
- Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, literature circle, etc.). (B, EI)
- Use predictable/pattern books. (B, EI)
- Build on prior knowledge. (B, EI)
- Use decodable text. (B, EI)
- Ask "Yes, No, Who?, What?, Where?, and When?" questions related to literary text. (EI)
- Promote student generated text. (EI)
- Elicit simple sentences to check for understanding. (EI)

*Essential Standard measured on CELDT

- Promote student comprehension activities where students label, match, and manipulate pictures, objects, and sentence fragments. (EI)
- Support literature with print-rich environment. (EI)
- Provide practice identifying elements of literature selections. (EI)
- Provide opportunities to identify main events. (EI)
- Provide opportunities for characterization study. (EI)
- Expose students to a variety of genres. (EI)
- Provide expanded vocabulary development. (EI)
- Use graphic organizers. (EI)
- Use dialogue journals. (EI)
- Use drama to analyze literature and expand vocabulary. (EI)