

Newport-Mesa Unified School District
Course Description
Developmental Reading 2AB (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 2AB is to give the student extended opportunities to acquire 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 early intermediate to intermediate English learner. The curriculum is flexible enough to allow the student to progress at her/her own speed to attain at least an intermediate level in reading, listening/speaking and writing. The student will grasp English language concepts through activities that include visuals, audiotapes, vocabulary-increasing 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: 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, actualmente*) in phrases, simple sentences, literature, and content area texts.

ELD Standards: Intermediate

- Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- Identify cognates (e.g. *agonia, agony*) and false cognates (e.g., *exito, exit*) in literature & texts in content areas.

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

- Use daily aural activities (e.g., read alouds, books on tape, books on computer, listening centers, etc.). (EI)
- Use TPR strategies. (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). (EI)
- Use sentence strips for sequencing. (EI)

*Essential Standard measured on CELDT

- Teach familiar cognates when used in content-area texts. (EI)
- Introduce dialogue journals. (EI)
- Use graphic organizers for concept development. (EI, I)
- Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading literature circles, etc.). (EI, I)
- Utilize interactive technology. (EI, I)
- Incorporate Readers' and Writers' workshop. (EI, I)
- Use flexible grouping and cooperative learning strategies. (EI, I)
- Use predictable/pattern books to teach word parts and heighten cognate awareness. (EI, I)
- Build on prior knowledge. (EI, I)
- Use decodable texts. (EI, I)
- Use student-generated text. (EI, I)
- Use cloze techniques and story frames, expanded for the intermediate level. (EI, I)
- Develop activities where students label, match, and manipulate pictures/objects. (EI, I)
- Demonstrate and provide opportunities to use a standard dictionary. (EI, I)
- Model, expand and enrich students' language. (EI, I)
- Uses SDAIE strategies. (EI, I)
- Teach prefixes, suffixes and roots in context. (I)
- Provide strategies to access prior knowledge & develop schematics to increase vocabulary. (I)
- Monitor student self-correcting. (I)
- Support the use of content-area texts with retelling, role-play, etc. (I)
- Provide opportunities to apply skills to derive meaning from literature & content-area text. (I)
- Use dialogue journals. (I)
- Use CALLA strategies. (I)

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

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 texts. (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)*

ELD Standards: Intermediate

- Use a standard dictionary to derive the meaning of unknown vocabulary.
- Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of those words.
- Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.
- Use decoding skills and knowledge of both academic and social vocabulary to read independently. (ES)*
- Apply knowledge of text connectors to make inferences.

2.1 SUGGESTED STUDENT ACTIVITIES

The student will apply a variety of reading strategies to master the reading skills of phonetic analysis, structural analysis of words, structural analysis of sentences, use of contextual clues to discover word 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

- Create a classroom of teacher-and student-generated text. (EI)
- Use predictable/pattern books. (EI)
- Model revising and editing using student-generated text (e.g., encourage students to identify correct/incorrect items). (EI)
- Use cloze techniques and story frames. (EI)
- Use Readers' Theater. (EI)
- Use literature to expose children to multiple-meaning words. (EI)
- Utilize interactive technology. (EI, I)
- Use graphic organizers. (EI, I)
- Incorporate Readers' and Writers' Workshop. (EI, I)
- Use varied reading strategies (e.g., guided reading, shared reading, choral reading, paired reading, independent reading, read aloud, literature circles, etc.) (EI, I)
- Use flexible grouping and cooperative learning strategies. (EI, I)
- Use decodable text. (EI, I)
- Build on prior knowledge. (EI, I)
- Model and provide opportunities to use appropriately-leveled reference materials (e.g., dictionary). (EI, I)
- Provide opportunities to participate in small-group & teacher-led discussions. (EI, I)
- Use SDAIE strategies. (EI, I)
- Teach prefixes, suffixes, and roots in literature and content-area text. (I)
- Use literature rich in figurative language. (I)
- Support the use of literature and content-area texts with retelling, role-play, SQ3R, etc. (I)
- Implicitly (through literature) and explicitly teach multiple meanings. (I)
- Use CALLA strategies. (I)
- Use student generated text. (I)
- Use dialogue journals. (I)

3.0 Course of Study Objectives: Reading Comprehension

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).

ELD Standards: Intermediate

- In detailed sentences, identify orally two to three examples of how clarity of text is affected by the repetition of important ideas and by syntax.
- Present a brief report that verifies and clarifies facts in two to three forms of expository text.
- Read text and use detailed sentences to identify orally the main ideas and use them to make predictions about informational text, literary text, and text in content areas. (ES)*
- Understand and orally explain most multiple-step directions for using a simple mechanical device and filling out simple applications.
- Read material and analyze how clarity is affected by patterns of organization, repetition of key ideas, syntax, and word choice.
- Analyze the features and rhetorical devices of at least two types of documents intended for the general public (e.g., warranties, contracts, manuals, magazines, and textbooks).

*Essential Standard measured on CELDT

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

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

3.3 SUGGESTED TEACHER ACTIVITIES

- Use TPR strategies. (EI)
- Provide examples of fact/opinion, cause/effect. (EI)
- Provide opportunities for oral reports. (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)
- Utilize interactive technology. (EI, I)
- Incorporate Readers' and Writers' Workshop. (EI, I)
- Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, etc.) (EI, I)
- Use predictable/pattern books. (EI, I)
- Use reciprocal teaching, DRTA, and QAR. (EI, I)
- Build on prior knowledge. (EI, I)
- Use student-generated text. (EI, I)
- Use dialogue journals. (EI, I)
- Use decodable texts. (EI, I)
- Conduct discussions about structure and format (e.g., speeches, debates, manuals, etc.). (EI, I)
- Use graphic organizers to analyze key ideas, syntax, main idea/supporting details, predictions, etc. (EI, I)
- Use SDAIE strategies. (EI, I)
- Use cooperative learning strategies and flexible grouping. (EI, I)
- Model, expand, restate, and explain rhetorical styles found in literary text and consumer/informational materials. (I)
- Support the use of content-area texts with retelling and role-playing. (I)
- Encourage use of presentations/drawings on chart paper. (I)
- Ask "How" and "Why" questions. (I)
- Practice open-ended questions. (I)
- Use visuals and realia to support text. (I)
- Introduce and model colloquialisms and idioms in context. (I)
- Provide opportunities to use and explain multistep directions for simple mechanical devices and simple applications. (I)
- Use CALLA strategies. (I)

4.0 Course of Study Objectives: Literary Response & Analysis**ELD Standards: Early Intermediate**

- Distinguish the characteristics of different forms of dramatic literature (e.g., comedy and tragedy) by 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)*

*Essential Standard measured on CELDT

- 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.

ELD Standards: Intermediate

- Use expanded vocabulary and descriptive words in paraphrasing oral and written responses to texts.
- Read text and use detailed sentences to respond orally to factual comprehension questions about three forms of literature.
- Read literary texts and use detailed sentences to describe orally the sequence of events.
- Apply knowledge of language to analyze and derive meaning from literary texts and comprehend them.
- Use detailed sentences to compare and contrast orally a similar theme or topic across three genres.
- Read a literary selection and use detailed sentences to explain orally the elements of theme, plot, setting and characters.
- Read a literary selection and use detailed sentences to describe orally a character according to what he or she does in a narration, dialogue, or dramatic monologue.
- Use detailed sentences to orally identify at least two ways in which poets use personification, figures of speech, and sound.

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

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

4.3 SUGGESTED TEACHER ACTIVITIES

- Supplement activities with visuals, realia, and character-mapping. (EI)
- Use predictable/pattern books. (EI)
- Ask "Yes, No, Who?, What?, Where?, and When?" questions related to literary text. (EI)
- Elicit simple sentences to check for understanding. (EI)
- 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)
- Utilize interactive technology. (EI, I)
- Use cooperative learning strategies and flexible grouping. (EI, I)
- Use varied reading techniques (read aloud, guided reading, shared reading, choral reading, paired reading, independent reading, literature circle, etc.). (EI, I)
- Build on prior knowledge. (EI, I)
- Use decodable text. (EI, I)
- Promote student generated text. (EI, I)
- Use SDAIE strategies. (EI, I)
- Provide expanded vocabulary development. (EI, I)
- Use graphic organizers. (EI, I)
- Use dialogue journals. (EI, I)

- Use drama to analyze literature and expand vocabulary. (EI, I)
- Ask “How?,” and “Why?,” and open-ended questions. (I)
- Model, expand, and restate text to enrich student language. (I)
- Teach study skills to build comprehension. (I)
- Devise activities in which students compare and contrast themes, explain literary elements, and develop characterization in different media and genres. (I)
- Utilize literature with rich figurative language and strong imagery to promote student analysis of text and interpretation. (I)
- Provide exposure to many genres. (I)
- Provide opportunities for students to sequence events in literary text. (I)
- Teach morphology explicitly and in context. (I)
- Provide opportunities to explain poetry. (I)
- Use CALLA strategies. (I)