

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)

Textual Evidence

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RL.5.1](#)

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will use textual evidence to demonstrate their understanding of a central idea of a text.	<p>4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.</p> <p>3: The student demonstrates mastery of the learning goal as evidenced by</p> <ul style="list-style-type: none">● visualizing passages.● replaying and retelling a text independently.● identifying the main idea of a text. <p>2. The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">● recognizing and recalling specific vocabulary, such as

characterization, symbol, theme.

- performing processes, such as
 - replaying and retelling a text with prompting.
 - identifying the main idea of a text with prompting.

1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will read a story silently.
- Students will retell a story orally.
- Students will use repeated reading to increase their reading knowledge.
- Students can monitor their reading by using an audio tape.

Learning Design

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Vocabulary

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.L.5.4](#)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

<u>Learning Goal</u>	<u>Proficiency Scales</u>
Students will be able to clarify the meaning of unknown words and phrases in context by choosing flexibly from a range of strategies.	4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal. 3: The student demonstrates mastery with the learning goal as evidenced by <ul style="list-style-type: none">• using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

[\(CCSS.ELA-Literacy.L.5.4.a\)](#)

- using common Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

[\(CCSS.ELA-Literacy.L.5.4.b\)](#)

- consulting reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

[\(CCSS.ELA-Literacy.L.5.4.c\)](#)

2. The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as syllable, affix, root, stress, prefix, suffix.
- performing processes, such as describing strategies for determining the meaning of an unknown word.

1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will discuss key vocabulary terms, and describe how they will determine word meaning.
- Students will identify unknown words.
- Students will connect personally to events and discuss personal connection with peers.

Learning Design

WGSD Curriculum -- Fundamentals of Reading I (Grades 9-12)
High Frequency Words
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.4](#)

Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read common high frequency words by sight.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery with the learning goal as evidenced by
 - reading high-frequency words in context fluently.
2. The student will demonstrate he/she is nearing proficiency by performing processes, such as reading a defined list of high-frequency words with fluency.

	<p>1. The student demonstrates limited understanding or skill with the learning goal.</p>
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<p><u>Learning Targets</u></p>

<p><u>Learning Design</u></p>



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Narrative Writing
DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.W.5.3](#)

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Learning Goal

Students will be able to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Proficiency Scales

4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.

3: The student demonstrates mastery of the learning goal as evidenced by

- orienting the reader by establishing a situation and introducing a narrator and/or characters; organizing an event sequence that unfolds naturally. ([CCSS.ELA-Literacy.W.5.3.a](#))
- using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. ([CCSS.ELA-Literacy.W.5.3.b](#))
- using a variety of transitional words, phrases, and clauses to manage the sequence of events. ([CCSS.ELA-Literacy.W.5.3.c](#))
- using concrete words and phrases and sensory details to convey experiences and events precisely. ([CCSS.ELA-Literacy.W.5.3.d](#))
- providing a conclusion that follows from the narrated experiences or events. ([CCSS.ELA-Literacy.W.5.3.e](#))

2. The student demonstrates he/she is nearing proficiency by

- recognizing or recalling specific vocabulary, such as *narrative*, *paragraph*, *dialogue*, *sequence*.
- performing processes, such as
 - establishing a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
 - using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - using temporal words and phrases to signal event order.
 - providing a sense of closure.

1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

Students will:

- Write narratives that recount sequenced events.
- Include detail regarding content.
- Respond to questions from teacher and peers, and add details to strengthen writing as needed with guidance and support from teacher.
- Use a variety of tools to demonstrate understanding of text , such as creating pictures, making timelines, typing details, etc.

Learning Design

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Fluency

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.4](#)

Read with sufficient accuracy and fluency to support comprehension.

Learning Goal

Students will be able to read text with accuracy, appropriate rate, and purpose.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
 - reading a text containing a bank of high frequency words.
2. The student demonstrates he/she is nearing proficiency by
 - reading a list of high frequency words and simple sentences fluently
1. The student demonstrates limited understanding or skill with the learning goal.

Learning Targets

- Students will read a story silently
- Students will retell a story orally.
- Students will use repeated reading to increase their reading knowledge.
- Students can monitor their reading by using an audio tape.

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Phonics

DRAFT

High Priority Standards (CCSS, State, National, TILS, CREDE, etc.)

[CCSS.ELA-Literacy.RF.5.3](#)

Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.ELA-Literacy.RF.5.3.a](#)

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.

Learning Goal

Students will be able to apply grade level phonics and word analysis skills, in prefixes and suffixes, in both reading and spelling.

Proficiency Scales

- 4: The student demonstrates an in-depth inference or advanced application or innovates with the learning goal.
- 3: The student demonstrates mastery of the learning goal as evidenced by
- identifying vowel and consonant sounds.
 - tapping and segmenting words independently.

	<p>2. The student demonstrates he/she is nearing proficiency by</p> <ul style="list-style-type: none">● recognizing and recalling specific vocabulary, such as <i>consonant</i>, <i>vowel</i>, <i>diphthong</i>.● performing processes, such as<ul style="list-style-type: none">○ sounding out vowel and consonant sounds with teacher prompting.○ tapping and segmenting words with prompting. <p>1. The student demonstrates limited understanding or skill with the learning goal.</p>
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Learning Targets

Students will:

- Use letter cards to learn phoneme segmentation and blending of sounds.
- Manipulate word cards to demonstrate understanding of word structure.
- Identify corresponding letters when teacher vocalizes sound.
- Students will spell words with phoneme cards.
- Students will spell words with blank cards.
- Students will use syllable and suffix cards to spell words.

Learning Design