

Rationale

The Reading Essentials course promotes the acquisition of skills necessary for the student who has significant difficulty with decoding and reading comprehension. Through application of research-based instructional strategies, this course will promote positive reading attitudes by increasing student knowledge of word attack skills, vocabulary development, and reading comprehension. As student confidence increases, their competence increases and they are able to generalize skills to other academic areas.

Course Description

This communication arts class is designed to meet the unique instructional needs of the student who is a non-reader, emerging readers, or the student with significant delays in overall reading development. For the student who receives special education services, this course will address each student's reading goals as stated within their Individualized Education Program (IEP). This course establishes and/or expands the five domains of literacy: reading, writing, speaking, listening, and thinking. The focus of the course is to remediate identified deficits and to provide strategic instruction for reading across all content areas. Generalization of these skills will be observable and measurable across school settings.

This multi-year class is taught by a state-certified special education teacher/reading specialist or speech/language pathologist with a maximum of 10 students per class.

Course Objectives

1. The student will exercise decoding and word attack skills when presented with new or unfamiliar vocabulary within assigned passages with 90% accuracy as assessed by work samples, teacher observation, teacher created tests, and/or curriculum based tests. Assessed on MAP 6-8. (GLE: CA, 6-8, Rdg-1; CA2, 3; 1.5, 1.6)
2. The student will employ pre-reading, during reading, and post-reading strategies with assigned passages with 90% accuracy as assessed by work samples and/or student feedback forms. Assessed on MAP 6-8. (GLE: CA, 6-8, Rdg-1; CA2, 3; 1.5, 1.6, 3.5)
3. The student will demonstrate acquisition of vocabulary skills by correctly pronouncing, defining, providing examples, and expressing correct usages of vocabulary concepts across content areas with 90% accuracy and assessed by work samples, writing selections, classroom participation, and/or oral presentations. Assessed on MAP 6-8. (GLE: CA, 6-8, Rdg-1; CA2, 3; 1.5, 1.6, 2.7)
4. The student will construct written responses exhibiting understanding of previously learned material with 90% accuracy as assessed by work samples, writing selections, student feedback form, teacher created tests, and/or curriculum based tests. Assessed on MAP 6-8. (GLE: CA, 6-8, Wri-2; CA1, 4; 1.8, 2.1, 2.2)
5. The student will acquire metacognition skills to internalize, think critically, and question what they read and hear with 90% accuracy as assessed by work samples, classroom participation, and writing selections. Assessed on MAP 6-8. (GLE: CA, 6-8, Wri-1; CA1, 4; 1.6, 1.8, 2.2, 2.1)
6. The student will make personal connections with text that will facilitate text to text, text to self, text to world meaning with 90% accuracy as assessed by work samples, classroom participation, and writing selections. Assessed on MAP 6-8. (GLE: CA, 6-8, L/S-2; CA1, 6; 2.1, 2.3)
7. The student will analyze and evaluate modes of print by employing strategies and skills to successfully navigate the material with 90% accuracy as assessed by work samples, classroom participation, and student feedback forms. Assessed on MAP 6-8. (GLE: CA, 6-8, Rdg-2; CA3; 1.5, 1.6)
8. The student will orally convey thoughts, needs, ideas, and meaningful information with peers, faculty and staff, and parents in a clear and concise manner with 90% accuracy as assessed by student-teacher created rubric, student feedback forms, and student/adult observation. Assessed on MAP 6-8. (GLE: CA, 6-8, L/S-1; CA1, 5, 6; 1.5, 1.6, 1.10)
9. The student will read literature selections from multiple genres using selected reading strategies and demonstrate understanding of themes, characters, genres and styles with 90% accuracy as assessed by teacher-made tests, compositions, projects, presentations and scoring guides. Assessed on MAP 6-8. (GLE: CA 6-8, Rdg-2; CA2, 3; 1.5, 1.6, 1.7, 2.4, 3.5, 3.6, 3.7, 3.8)
10. The student will compose well-developed paragraphs and essays consisting of three and five paragraphs that inform, persuade, and analyze information collected from all assigned fiction and non-fiction readings that follow specified criteria for completion with 90% accuracy as assessed by teacher-created scoring guides. Assessed on MAP 6-8. (GLE: CA, 6-8, Rdg-3, Wri-2; CA1; 1.6, 2.2)

BOE 7-31-08

Reading Essentials

Mehlville School District
Special Education
Grades 6 - 8, Duration 1 Year