

Reading Lab I, II, III, & IV

Grades 9-12

2012-2013

I.Course Description

Reading Lab I, II, III, IV is a specialized reading course that is designed to target reading skills that students may not have completely developed. The program, combined with teacher instruction will allow students the opportunity to make substantial gains in their reading ability by developing reading skills. By utilizing READ 180 and System 44 computer based reading programs, students will engage in systematic reading skills intervention.

Students will learn and practice skills and strategies to improve reading, writing, speaking, word use, and critical thinking. Students will demonstrate reading comprehension and analysis through class discussions, software use, R-Skills tests, Reading Counts!, quizzes and Scholastic Reading Inventory (SRI) reading scores.

II.Course Objectives

Students placed in System 44 will master the following skills and strategies:

A. Phonological Awareness

- Identify phonemes
- Count phonemes in word
- Segment words into syllables
- Recognize words in sentences
- Identify rhyme
- Blend onset and rime

B. Phonemic Awareness

- Distinguish initial, medial, final phonemes
- Manipulate phonemes (add, delete, substitute, and reverse)
- Blend phonemes

C. Alphabet Recognition and Concepts of Print

- Recognize and name all upper and lowercase letters of the alphabet
- Recognize that letters are graphic representations of sounds
- Distinguish between letters, words, and sentences

D. Phonics and Word Study

- Become familiar with all consonant sounds
- Become familiar with all vowel sounds
- Blending sounds into words
- Segmenting words into sounds
- Sight words
- Ending –s

E. Consonant Blends and Digraphs

- Double consonants
- Beginning and final blends

- Two and three letter blends
- Recognizing and using contractions
- Understanding syllables
- Closed syllables
- Contrasting –ng, -nk, -nt, -nd
- Digraphs

F. Compound Words

- Ending –es
- Ending –ing
- Ending –ed /ed/

G. Identifying Stressed and Unstressed Syllables

- Unstressed closed syllables (a, e, i, o, u)
- Consonant + -le, -el, -al

H. Long Vowels

- Cover all long vowels

I. Suffixes and Prefixes

- Multisyllabic words
- Y as a vowel

J. Diphthong

- Long o (oa)
- Long o (ow)

K. R-Controlled and Variant Vowels

- R-controlled vowel
- Syllables with –ar
- Other /sh/ spellings (ci, ti)

L. Morphological Word Families

- R-controlled vowels *air (hair), are (scare), ear (bear)*
- Diphthongs
- Syllables with diphthongs

M. Root Words

N. Oral and Silent Reading Fluency

- Modeled fluent reading
- Self-correct
- Build automaticity
- Use correct phrasing
- Read with expression and prosody
- Use natural, consistent pace
- Timed fluent reading
- Repeated reading

O. Spelling and Writing

- Develop handwriting skills
- Use knowledge of sound-spellings to spell new and unknown words
- Spell high-frequency words with accuracy
- Complete cloze sentences, puzzles, fill-ins, and word play items
- Write in response questions
- Write in response to reading

P. Listening, Speaking, Viewing

- Listen to fluent reading models
- Understand oral directions
- Listen for a variety of purposes
- Comprehend text read aloud
- Compare spoken sounds and words with fluent model
- Use academic language in oral communication
- Speak to share responses to reading
- View and interpret messages of visual media
- View varied media for a variety of purposes

Q. Vocabulary and Morphology

- Use visual images to build meaning
- Use word analysis strategies to unlock unfamiliar words
- Identify and understand idioms
- Use context clues
- Identify and determine meaning of homophones
- Identify Greek, Latin, and or Anglo-Saxon roots
- Identify and determine meaning of compound words
- Use synonyms and antonyms
- Use dictionaries and glossaries
- Identify and determine meaning of multiple-meaning words

R. English-Language Development

- Connect decoding with meaning
- Compare word pronunciation to model
- Listen to modeled fluent reading

S. Grammar and Usage

- Identify parts of speech
- Identify and form plurals
- Identify and use past, present, and future tenses
- Identify subject-verb agreement
- Identify adjectives that compare (-er, -est)
- Identify and use possessives

T. Reading Behaviors

- Read decodable text
- Read for enjoyment
- Read varied sentence structures
- Read varied genres
- Read text of gradually increasing difficulty

U. Comprehension

- Demonstrate comprehension of sentence and passages
- Read independent level materials
- Use graphic organizers to represent text information
- Use self-monitoring strategies
- Relate texts to personal experience
- Use comprehension strategies

Students placed in READ 180 will master the following skills and strategies:

A. Phonemic Awareness

B. Decoding, Phonics, and Syllabication

C. Fluency

- Build automaticity
- Hear modeled fluent reading
- Read with prosody
- Self-correct
- Read with expression
- Read text

D. Spelling

- Recognize sound-spelling patterns
- Use spelling rules
- Build words
- Correct common errors
- Proofread

E. Vocabulary and Word Study

- Multiple-meaning words
- Homophones
- Homographs
- Use a dictionary
- Synonyms
- Antonyms
- Denotation and connotation
- Use a thesaurus

- Prefixes
- Suffixes
- Noun endings
- Verb endings
- Contractions

F. Comprehension and Critical Thinking

- Read for enjoyment
- Read for information and to answer questions
- Read independently and with others
- Set and follow purpose for reading
- Self-select reading materials

G. Reading Behaviors

- Use graphic organizers to represent text information
- Use self-monitoring strategies (metacognition)
- Visualization (movies, PowerPoint, YouTube, Smart board, ELMO)
- Ask and answer questions about text
- Read independent and instructional-level materials
- Use pre-reading strategies
- Use prior knowledge to comprehend texts
- Read across texts
- Connect ideas and themes across texts
- Relate literary works to historical context
- Relate texts to personal experience

H. *rBook Skills Tasks* : Texts/Software

- Read for detail
- Sequence of events
- Main idea and details
- Summarize
- Cause and effect
- Compare and contrast
- Problem and solution
- Make inferences
- Draw conclusions
- Story elements

I. Supplemental Skills

- Distinguish important and unimportant details
- Make predictions
- Identify point of view
- Identify author's purpose

- Distinguish fact and opinion
- Make judgments
- Identify bias
- Identify persuasion and propaganda

J. Literacy Skills

- Analyze character
- Analyze setting
- Analyze plot
- Analyze theme
- Universal theme
- Mood
- Tone
- Conflict
- Flashback
- Imagery

K. Figurative Language

- Read and respond to texts from diverse cultures
- Analyze how literary works reflect the culture of the author
- Adventure, crime, and suspense
- Autobiography
- Biography
- Classic
- Content-area text
- Debate/opinion
- Drama/play
- Essay
- Fable, myth, folktale
- Fiction
- Graphic novels

L. Writing

- Descriptive
- Expository
- Narrative
- Persuasive
- Description of a person
- Description of a setting
- Business letter
- Resume
- Bibliography

- Choose and narrow a topic
- Find and record information
- Identify features of a research report
- Locate and use sources
- Organize information
- Outline
- Take notes
- Use electronic sources

M. Grammar, Usage, and Mechanics

- Sentence types
- Subject and predicate
- Dependent and independent clauses
- Nouns
- Verbs
- Adjectives
- Adverbs
- Capitalizations
- Commas
- End punctuations
- Quotation marks

N. English Language Learners

- Use academic language
- Use culturally appropriate language
- Use formal and informal language

O. Test-Taking Strategies

- Answer proofreading questions
- Justify and check answer
- Make an educated guess
- Preview questions
- Restate the question
- Use text evidence

P. Listening, Speaking, and Viewing

- Listen for a variety of purposes
- Use strategies for active listening
- Evaluate speaker's message
- Listen to fluent reading models
- Speak for different purposes and audiences
- Use academic language in oral communication
- Speak to share information and views

- Support spoken messages with evidence and reasons
- Use strategies for active viewing
- View and interpret messages of visual media
- View varied media for a variety of purposes

III. Methods of Student Evaluation

Assessment can be divided into two general categories - formal (graded) and informal/classroom-based (ungraded). Both categories of assessments can help to determine what students are learning and to re-evaluate teaching strategies while the course is in progress. The key to effectively assessing students' mastery of skills is to match the assessment method to students' individual needs.

Some of the more common types of assessments used in System 44 / READ 180 are:

- Tests and quizzes- a variety of short essays, summaries, matching, fill-ins, multiple choices
- Independent Reading / Final Projects
- Oral presentations
- Progress and time spent on software
- Reading Counts
- R-Skills Tests
- Scholastic Reading Inventory Progress
- Small/Whole group participation
- Independent reading comprehension packets
- System 44 comprehension cd books
- System 44 phonics packets
- Oral reading to establish fluency

IV. Textbooks and Instructional Materials

A. Printed Text

- Scholastic READ 180 rBook (Stage C)
- Scholastic READ 180 rBook FLEX
- Scholastic System 44 Decodable Digest
- Scholastic System 44 - 44 Workbook
- Scholastic Reading Skills Kits (Levels Primary, A, B, C, D)
- Scholastic System 44 Paperback/Audiobook Library Kits
- Scholastic READ 180 Leveled Reading Books
- Scholastic 24/7 Non-Fiction High Interest Readers
- Scholastic 10 Books Non-Fiction High Interest Readers
- Novels, Plays, and Videos selected by the instructors
- Outside Resources when needed

B. Technology

Students engage in computer usage based upon a reading Lexile score as determined by the computer based Scholastic Reading Inventory. Students are placed into either READ 180 computer based program or System 44 Phonics computer based program.

- READ 180 Computer Program Software
- SYSTEM 44 Computer Program Software
- Audio cassette/CD leveled books

V. Instructional Strategies

The following computer-based strategies are commonly utilized in both reading programs. The computer and teacher will

- Track the amounts of time students spent in each READ 180 /System 44 zones
- Correlate time on task with topic software completion and lexile growth
- Identify specific comprehension skills students are struggling with
- Track how students are using the program and their time
- Track students' promotion to the next reading level
- Identify students who are struggling with one or more aspects of READ 180/System 44
- Group students according to their phonics based needs

Learning Styles- There are three main types of learning styles: auditory (hearing), visual (seeing), and kinesthetic (touching). Most people learn best through a combination of three types of learning styles, but every student is different. In order to accommodate different leaning styles among students various types of classroom activities will be utilized throughout the reading course. Optimal teaching approaches will include a variety of methods; these methods will vary from day to day and may be individual or collaborative.

VI. Scope and Sequence

Read 180/System 44 is based upon the reading ability level of each student as determined by the computer based scholastic reading inventory (SRI). Reading skills are introduced throughout the year based upon student achievement and growth. Instructional difficulty increases as the student masters reading skills. Materials initially presented to the students are based upon their scholastic reading level score; however, as they increase their fluency, decoding skills, and comprehension the material becomes more difficult.

**This is a program based upon individual growth and students will progress through software based upon skills mastered.

Phonics Skills				
Skill Taught	Gr. 9	Gr. 10	Gr.11	Gr. 12
Phonological Awareness				
Phonemic Awareness				
Alphabet Recognition				
Phonics				
Consonant Blends & Digraphs				
Compound Words				
Stressed & Unstressed Syllables				
Long Vowels				
Suffixes & Prefixes				
Diphthong				
R-controlled Vowels				
Morphological word Families				
Root Words				

Comprehension Skills Chart				
Skill Taught	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Vocabulary	I, D, R	I, D, R	I, D, R	I, D, R
Inference and Prediction	I, D, R	I, D, R	I, D, R	I, D, R
Self-Questioning	I, D, R	I, D, R	I, D, R	I, D, R
Reading for Detail	I, D, R	I, D, R	I, D, R	I, D, R
Problem and Solution	I, D, R	I, D, R	I, D, R	I, D, R
Sequence of Events	I, D, R	I, D, R	I, D, R	I, D, R
Drawing Conclusions	I, D, R	I, D, R	I, D, R	I, D, R
Summarizing	I, D, R	I, D, R	I, D, R	I, D, R
Cause and Effect	I, D, R	I, D, R	I, D, R	I, D, R
Main Ideas	I, D, R	I, D, R	I, D, R	I, D, R
Compare and Contrast	I, D, R	I, D, R	I, D, R	I, D, R
Fact and Opinion	I, D, R	I, D, R	I, D, R	I, D, R
Analyze Setting	I, D, R	I, D, R	I, D, R	I, D, R
Analyze Character	I, D, R	I, D, R	I, D, R	I, D, R
Analyze Plot	I, D, R	I, D, R	I, D, R	I, D, R
Analyze Theme	I, D, R	I, D, R	I, D, R	I, D, R

Writing Skills Chart				
Skill Taught	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Descriptive Paragraph	I, R	I, R	I, R	I, R
Expository Paragraph	I, R	I, R	I, R	I, R
Expository Summary	I, D, R	I, D, R	I, D, R	I, D, R
Literature Response	I, D, R	I, D, R	I, D, R	I, D, R
Literature Review or Critique	I, D, R	I, D, R	I, D, R	I, D, R
Personal Narrative	I	I	I	I
Persuasive Paragraph	I, R	I, R	I, R	I, R
Poetry	I	I	I	I
Research Writing	I	I	I	I
Functional Writing	I, D, R	I, D, R	I, D, R	I, D, R

Key

I = Introduce

D = Develop in Depth

R = Reinforced

*Students will progress through marking periods based on their independent growth.

VII. Pacing Chart

Quarter 1

1. Enroll students into SAM
2. Use Reading Interest Survey
3. Test all students on SRI and SPI for placement in program
4. Examine SRI Reading Performance Report
5. Examine SPI Reading Performance Report
6. Use Read 180 demo CD or fake account to demonstrate what each zone of the Read 180 program looks like.
7. Based on SRI score students choose independent reading books.
8. Practice rotations and routines of the program
9. Begin using the R book and the computer program.
10. Goal setting

Unit Names: (First Three Weeks-Use of Stage C R-Book/R-Book Flex)

Workshop 1: Survivors/Eyes on Graduation Prize

Workshop 2: Killer Plagues/Tsunami (Disaster of the Century)

Workshop 3: Combat Zone/Long Journey to Justice

Workshop 4: When Music Offends/ Crime Lab Science

Workshop 5: In the Money/Wired for Trouble

Workshop 6: Amigo Brothers/ Facing the Elements

Workshop 7: Your Brain Exposed/Creatures of the Deep

Workshop 8: Crime, Punishment and Teens/Going Global

Workshop 9: The Front Lines of Justice/ The Art of a Memoir

Materials Used:

- R Books-Teachers Editions
- R Book- Student Edition
- Read 180 software/System 44 software
- RDI Books 1,2,3
- R Book anchor video
- Read 180 leveled readers
- System 44 Audio Library
- Computer Assessments

Quarter 2, 3, & 4

1. Main Idea and Details

- Continue reinforcing modeled routines with students
- Students continue with skills practice
- Conference with students on Student Segment Status Report, and comprehension based upon independent reading
- Book projects on independent reading books
- Completed comprehension packets for independent reading books
- Teacher generated assessments

2. Sequence of Events

- Continue reinforcing modeled routines with students
- Listen to and score fluency recording
- Book projects on independent reading books
- Conference with students to review scores and set goals

3. Story Elements

- Test taking skills practice
- Conference with students on Student Segment Status Report, and comprehension based upon independent reading
- Teacher analyzes reports for differentiation of instruction
- Book projects based upon independent reading
- Mid- year SRI test
- Examine SRI growth report
- Conference with students on growth

4. Summarize

- Test taking skills
- Conference with students on data from Read 180 Segment Status Report
- Conference with students on Student Segment Status Report, and comprehension based upon independent reading
- Book projects based upon independent reading books

5. Problem and Solution

- Test taking skills practice
- Conference with students on Student Segment Status Report, and comprehension based upon independent reading
- Book projects based upon independent reading books

6. Story Elements

- Comprehension skills practice
- Conference with students on data from Read 180 Student Segment Status Report, Read 180 comprehension performance, and comprehension for books read thus far
- Book projects on independent reading books
- Listen to fluency and evaluate
- Conference with students to review and set goals

7. Cause and Effect

- Comprehension skills practice
- Conference with students on data from Read 180 Student Segment Status Report, Read 180 comprehension performance, and comprehension for books read thus far
- Book projects on independent reading
- Review SRI test taking strategies
- End-of-year SRI
- Examine SRI growth
- Conference with students on growth in reading

VIII. Student Handout

Reading Lab I, II, III, IV Program

Course Overview:

Reading Lab I, II, III, IV is a full year program designed to improve the students reading, writing, and speaking abilities. The course is based around state approved software that instructs at the individual's learning needs. Through exposure to high interest books, the students will demonstrate a marked improvement in their critical reading, comprehension, and self-questioning skills. In addition, students will be asked to make judgments, use inference, summarize characters and explain their motivation.

The students will also be asked to respond to a variety of prompts and questions based upon books and plays read in class. The students will review the structure for several types of essays and phonemic components.

Proficiencies:

1. Create paragraphs that have clear topic sentences, support sentences, and clincher sentences. (W.9 - 10.2)
2. Engage in the writing process by writing daily responses to prompts. (W.9 - 10.10)
3. Analyze writing to improve style, focus, and organization, coherence, clarity of thought, sophisticated word choice, and sentence variety, and subtlety of meaning. (W.9 - 10.3)
4. Use appropriate graphic organizers to outline and plan drafts according to purpose of writing. (W.9 - 10.2)
5. Apply information gained from several sources or books on a single topic, or by single author to foster an argument, draw conclusion, or advance a position. (W.9 - 10.1)
6. Write a range of essays and expository pieces across the curriculum, such as persuasive, cause/effect, and argumentative. (W.9 - 10.2)
7. Improve their reading time through fluency practice and the use of software reading skills based programs. (RF. 5.4)
8. Improve their reading comprehension through the use of self- questioning and reading in chunks. (RI.9 – 10.8)
9. Identify different vocabulary used in narratives and story texts. (RL.9 - 10.4)
10. Improve the speed in which they read through the use of oral reading activities, plays, and short stories. (RF. 5.4)
11. Know and apply grade-level phonics and word analysis skills in decoding words. (RF. 5.3)
12. Read with sufficient accuracy and fluency to support comprehension. (RF. 5.4)

VX. Textbook/Instructional Materials Evaluation Form

Titles: Read 180 rBook /Flex Book

Subject: Reading Lab I,II,III,IV

Publisher: Scholastic Inc.

Date of Publication: 2005

Intended Grades: 9-12

Evaluators: D’Emic, Lam, Roman

	Excellent	Good	Poor	N/A
General Characteristics				
A. Current publication date		X		
B. Attractive appearance enriched with up-to-date illustration	X			
C. Written in clear, concise form	X			
D. Reasonable cost	X			
I. Physical and Mechanical Features, Illustrations				
A. Appropriate for information, interest and grade level	X			
B. Tables, graphs and charts	X			
II. Philosophy				
A. Acceptable	X			
B. Promotes a positive self-image for all social groups, and individuals depicted	X			
C. Depicts all types of social groups including minorities, in many different settings	X			
D. Treats controversial issues factually and in a scholarly manner	X			

E. Stresses equal rights and responsibilities for all	X			
F. When appropriate, supports values such as honesty, responsibility, and respect	X			
G. Uses current learning principles and psychological developments	X			
III. Organization of Material				
A. Organizes material clearly and logically	X			
B. Provides continuity throughout	X			
C. Provides for individual difference in learners	X			
IV. Objectives				
A. States general objectives of the textbook (in teacher's edition)	X			
B. States specific objectives of the textbook (in teacher's edition)	X			
C. Problems, exercises, and tests directly or indirectly develop the main objectives	X			
V. Subject - Matter Content				
A. Fulfills most objectives of the course	X			
B. Contains current material	X			
C. Presents material correctly and truthfully	X			
D. Presents historical facts accurately	X			
E. Develops and presents material in an interesting manner	X			
F. States main ideas and expands on them	X			
G. Provides sufficient coverage of the subject	X			
H. Uses proper terminology	X			
I. Defines terms accurately	X			
J. Interest level suitable for grade level	X			

K. Adequately presents concepts and skills	X			
L. Provides for individual differences	X			
VI. Readability				
A. Most of the material estimated to be at or near the appropriate grade level. (Grades 9-12)	X			
B. Vocabulary appropriate for grade level	X			
VII. Teaching Aids and Supplementary Materials				
A. Each lesson, chapter, unit or other subdivision, includes appropriate activities, exercises or drills	X			
B. Includes necessary aids such as workbooks, materials and teacher's guide	X			

X. Affirmative Action Checklist for Textbook Adoption

Titles: Read 180 rBook /Flex Book

Subject: Reading Lab I,II,III,IV

Publisher: Scholastic Inc.

Date of Publication: 2005

Intended Grades: 9-12

Evaluators: D’Emic, Lam, Roman

Date of Evaluation: 5-10-12

ILLUSTRATIONS	YES	NO
Do the illustrations promote positive images that students can identify with regardless of gender, race or ethnicity?	X	
Do the illustrations portray women, minorities and the handicapped as active, contributing members of society?	X	
Are males and females presented in non-stereo-typed activities and roles?	X	
Are illustrations free of bias and stereotyping?	X	
TEXTUAL CONTENT		
Is there adequate coverage of the contributions of minorities, women and the handicapped where appropriate?	X	
Is all content on matters of race, gender, religion, and ethnicity factual?	X	
Is the language free of sexual, cultural and racial bias?	X	
Does the material provide for diversity in career models that appeal to all students regardless of gender, race or ethnicity?	X	
Do the authors included in an anthology represent a cross section of minorities, males and females?	X	
Is the textbook (s) acceptable in content and compatible with the curriculum?	X	
Is the textbook (s) recommended for adoption?	X	

XI.Appropriate Committee Sign-Off Sheet (Academic)

Passaic County Technical Institute

Curriculum Committee Review Form

1. Course Identification & Change Information

FULL COURSE TITLE: Reading Lab I,II,III,IV

COURSE ID: SN READ (810); SN READ II (811); SN READ III (812); Regular READ (335)

CHANGE TYPE: NEW _____ REVISION X

COURSE PREREQUISITE: N/A

2. Articulation

Documentation of consultation showing the response (e.g., a letter from the appropriate department head(s) and/or formal agreement with an institution of higher education) must be included in the submission. Articulation requirements will be determined by the Assistant Superintendent prior to signing a formal curriculum contract.

3. Documentation of Committee Meetings

Meeting Date: 3/7/12	Sign-in sheet attached: X	Minutes attached: 1:30 – 3:30 (2hrs)
Meeting Date: 3/8/12	Sign-in sheet attached: X	Minutes attached: 1:30 – 3:30 (2hrs)
Meeting Date: 5/3/12	Sign-in sheet attached: X	Minutes attached: 3:00 – 4:30 (1.5hrs)
Meeting Date: 5/8/12	Sign-in sheet attached: X	Minutes attached: 3:00 – 4:30 (1.5hrs)
Meeting Date: 5/10/12	Sign-in sheet attached: X	Minutes attached: 3:00 - 4:00 (1hr)
Meeting Date: 5/17/12	Sign-in sheet attached: X	Minutes attached: 12:45-1:45 (1hr)
*** Times listed are for all three teachers. (total hours combined 27hrs)		

4. Signatures:

Name (Print)	Signature	Date	Area Represented
Elizabeth D’Emic		5/17/12	Curriculum Committee Member
York Lam		5/17/12	Curriculum Committee Member
Penny Roman		5/17/12	Curriculum Committee Member
Barbara Moschetta		5/17/12	Department Supervisor
			Assistant Principal
			Assistant Superintendent
			Higher Education
			Industry Advisory Board
			Parent
			Student
			Community
			Department Staff