**International Academy LEAP High School**

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| **Ms. Mao Vang** | **Grade Level:** 9-12 | **Subject Area:** ELL Reading |
| **Course Title:** 1B Reading Fall 2014 | **Course Length:** 2 quarters | **Prerequisite:** 1C reading or equivalent reading level |

**LEAP High School Mission Statement**

LEAP High School’s mission is to be a national leader in preparing immigrant students to become global citizens and critical thinkers. We do this by . . .

* providing an engaging school experience
* bridging cultural and language barriers
* meeting individual learning needs
* building English language fluency

. . . so that all students graduate prepared for a positive role in society.

**Course Description:**

This course enables students to develop their English literacy. Students will be exposed to various stories to develop vocabulary, comprehension and reading fluency using Inside Curriculum and other materials. This course will offer a variety of activities for students to develop basic reading strategies and beginning literacy skills.

**Literacy Goals:**

**Vocabulary-** The student acquires, understands and uses vocabulary through explicit instruction and independent reading.

**Comprehension**- The student monitors comprehension and knows how and when to use strategies that clarify understanding of text.

**Common core Standards for Reading:**

* [CCSS.ELA-Literacy.RL.1.1](http://www.corestandards.org/ELA-Literacy/RL/1/1/) Ask and answer questions about key details in a text.
* [CCSS.ELA-Literacy.RL.1.2](http://www.corestandards.org/ELA-Literacy/RL/1/2/) Retell stories, including key details, and demonstrate understanding of their central message or lesson.
* [CCSS.ELA-Literacy.RL.1.3](http://www.corestandards.org/ELA-Literacy/RL/1/3/) Describe characters, settings, and major events in a story, using key details.
* [CCSS.ELA-Literacy.RL.1.4](http://www.corestandards.org/ELA-Literacy/RL/1/4/) Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
* [CCSS.ELA-Literacy.RL.1.5](http://www.corestandards.org/ELA-Literacy/RL/1/5/) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
* [CCSS.ELA-Literacy.RL.1.6](http://www.corestandards.org/ELA-Literacy/RL/1/6/) Identify who is telling the story at various points in a text.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RL.1.7](http://www.corestandards.org/ELA-Literacy/RL/1/7/) Use illustrations and details in a story to describe its characters, setting, or events.
* (RL.1.8 not applicable to literature)
* [CCSS.ELA-Literacy.RL.1.9](http://www.corestandards.org/ELA-Literacy/RL/1/9/) Compare and contrast the adventures and experiences of characters in stories.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10/) With prompting and support, read prose and poetry of appropriate complexity for grade 1.
* [CCSS.ELA-Literacy.RL.1.10](http://www.corestandards.org/ELA-Literacy/RL/1/10/) With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**WIDA English Language Proficiency Standards:**

**English Language Proficiency Standard 1:** English language learners communicate for Social and Instructional purposes within the school setting.

**English Language Proficiency Standard 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

**Scope and Sequence:** Students will read at the rate of approximately one unit every three weeks using Inside units 1-9 with additional reading materials for small group reading. Students will complete units 1-9 in the text and supplemental activities by the end of the semester. Students will not only read the stories, but they will do listening, work on functions of language, grammar, phonics/decoding, comprehension, word work/vocabulary building, writing and speaking about their reading. In addition, they will work at their reading level at least once a week, have weekly library time, independent reading time in class, keep a monthly reading log, and read on a daily basis outside of school.

**Semester Timeline/Pacing Guide:**

|  |  |
| --- | --- |
| September | SequenceSteps in process |
| October | DetailsProblems and solution |
| November | DetailsMain ideas and detailsClassify |
| December | Cause and effectSequence |
| January | ClassifyDetails |

**Content-based Instructional Practices:** Students will keep a Reader’s Notebook, compile vocabulary lists, answer questions, and engage in discussion, evaluation, and sharing of information about the reading selections. Students will read aloud and silently, and act out the roles in the selections. Students will interact with the teacher and with each other in small groups and with partners about their reading. The teacher will supplement the selections with additional material of her own that are non-fiction related to the themes presented in the chapters. Student will work on reading skills such as finding the main idea, distinguishing fact from opinion, summarizing, identifying cause and effect, etc. They will also be able to understand the meanings and functions of the following literary vocabulary: character, plot, theme, irony, conflict and others.

**Assessments**

**Summative:** Students will have a cumulative review for each unit with a final unit assessment after completion of the unit. At the end of each reading selection, students will have quizzes based vocabulary and literary elements. They will do class work and homework for grades.

**Formative**: Informal responses to the reading, observation of participation, peer and group processes. Students will be asked to explain and evaluate and react to their reading. Students may be asked to draw or create story lines, or use other graphic organizers. They will take a monthly reading comprehension assessment and a San Diego Quick as a way to monitor their progress.

**Instructional Materials: I. *Inside***

* *Teacher’s Manual*
* *Fluency models and selection CD’s*
* *Practice book-nonconsumable*
* *Assessments*
* *Small Group Reading books.*
* *Reproducible Handouts*
* *Folktale Collections*
* *Academic Language Frames*
* *Internet resources.*
* II. *A Variety of non-fiction/fiction reading materials that accompany the theme being covered in the chapter/unit. These materials are to be determined as the course progresses and an accurate reading of the students’ true level is.*

**Technology and Internet:** Teacher will use Internet resources as necessary along with the LCD /Elmo technology. Students will use reading websites such as Tumble Books, Pebble Go, and RAZ kids to practice their fluency on nooks and ipads.

**Assessment and Assignments**

* **Attendance Policy**

It is important to attend class and participate in class discussions and activities.

* **Tardy Policy**

You must be in class before the bell rings. It doesn’t matter if you are 1 second late or 10 minutes late. You will be marked tardy.

**Hands on**

Students will be placed in small groups where they can work on different word activities and listen to each other read. There will be different opportunities for students to get up, move around, and do activities related to

**Course Assessment**

Students will have an opportunity to provide an assessment of the conclusion of the course.

**Word Recognition, Analysis, and Fluency**

The student will understand and apply knowledge of the sounds of the English language, the sound-symbol relationship, and word recognition strategies to read grade-level materials with accuracy and emerging fluency

**Benchmarks**

* Identify letters, words and sentences
* Match spoken words with print
* See, hear, say and write the letters, blends, and diagraphs that correspond with the common sounds of the English language
* Segment and blend beginning, middle and ending sounds
* Divide spoken and written words into syllables and identify phonemes and phonograms within words
* Use letter sounds, word patterns and parts of simple compound words to decode unfamiliar words when reading
* Generate rhyming words in a rhyming words in a rhyming pattern
* Read 100 high frequency words
* Notice when reading breaks down, reread and use phonetic and other strategies to self-correct
* Read aloud grade appropriate text with accuracy and emerging fluency

**Vocabulary Expansion**

The student will use a variety of strategies to develop and expand reading, listening and speaking vocabularies

**Benchmarks**

* Learn new words through explicit instruction and independent reading
* Use descriptive words when speaking of people, places, things, actions and events
* Identify and generate antonyms and synonyms, and use them to understand and express word meaning
* Use context to predict and infer word meanings

**Comprehension**

The student will actively engage in the reading process and use a variety of comprehension strategies to understand the meaning of texts that have been read or listened to

**Benchmarks**

* Demonstrate literal and inferential comprehension by asking and answering questions about narrative and informational text
* Recall use of prior learning and preview text to prepare for reading
* Monitor comprehension and reread as needed at points of difficulty, using strategies to self-correct when needed
* Make predictions of outcomes and verify from texts
* Indentify or infer topic
* Make simple inferences and draw and support conclusions
* Use story illustrations to enhance comprehension
* Write or draw a response that show comprehension of a story that has been read
* Relate texts to prior knowledge and experiences

**Literature**

The student will actively engage in the reading process and read, understand, respond to and appreciate a wide variety of fiction, poetic and non-fiction texts.

**Benchmarks**

* read from and listen to texts representing a variety of genres(poetry, folk tales, drama, fantasy, realistic fiction, informational and biographical texts) from America, as well as from other countries
* Identify and describe main characters setting and sequences of story events
* Respond to text and use details from stories to support interpretation and make personal connections
* Retell familiar stories using a beginning, middle and end
* Read and listen to selections for personal enjoyment
* Understand the role of illustrations in conveying meaning in picture books

**Expected Student Learning Outcomes**

*Upon completing the 1B reading course, students will be able to:*

1. Outcome: Students will be able to read independently for 10 minutes.

Evidence/Assessments: Book log, informal observations, fluency and word identification tests.

1.1.10.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1 as well as select texts for personal enjoyment, interest, and academic tasks.

2. Outcome: Students will be able to retell the story in sequence order.

Evidence/Assessments: graphic organizer, think-pair-share

1.1.2.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

3. Outcome: Students will be able to classify information in their reading.

Evidence/Assessments: word sort, group work

1.2.3.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

4. Outcome: Students will be able to support their answers with details.

Evidence/Assessment: concept map, read and respond

1.1.1.1 Ask and answer questions about key details in a text.

5. Outcome: Students will be able to describe the problem and solution in the story.

Evidence/Assessment: graphic organizer

1.1.3.3 Describe characters, settings, and major events in a story, using key details.

6. Outcome: Students will be able to apply grade level phonics skills to their reading.

Evidenence/Assessment: Ladybug Phonics, Inside assessments

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

**Focus**

Parts of a story-title, author, setting

Decoding skills, blends, word chunks

Reading fluency

Reading comprehension

Retelling stories with details

Main ideas and details

Classify

Cause and effect

**Assessments**

Formative

Dolch Sight words

Running records

Summative

Unit Tests

Observation

Teacher/Student conferencing

**Instructional Materials**

Inside by National Geographic

Ladybug Literacy

Leveled Readers

[www.starfall.com](http://www.starfall.com)

[www.readinga-z.com](http://www.readinga-z.com)

**Suggested Adaptations for ELL, Gifted and Talented, and Special Education**

seat hearing impaired students accordingly

one on one focus with struggling students

partner reading - pair students accordingly

leveled readers according to reading ability