

Unit 1: Book 1

Content Area: **Language Arts - Reading**
Course(s): **Reading 1, ENGLISH I**
Time Period: **Generic Time Period**
Length: **60 days**
Status: **Published**

Section Title

Standards

Writing Standards

LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language/Speaking

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the

	discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Reading Standards

LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.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.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	Fluency

Transfer Goals and Career Ready Practices

Transfer Goals

1. Know and apply phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.
3. Demonstrate command of the convention of English capitalization, punctuation and spelling when writing.

Concepts

Essential Questions

- What is the definition of a digraph?
- What is the sound tapping process for blending and segmenting sounds?
- What is the sound tapping sound for blending and segmenting two and three sound words?
- Why is it important to be able to read and spell words and nonsense syllables with three sounds?

Understandings

- Develop a phonological awareness of segmenting and blending of phonemes up to six sounds.
- Finger tapping is used to analyze spoken words into phonemes of spelling. It is also used for blending sounds for reading.
- Using guessing habits when reading and spelling must be broken, and skills such as tapping and notebook use and keywords is more effective.
- One must read independently (silently) before orally reading.
- Breaking down words to spell rather than trying to spell from memory is essential for success.
- Spelling orally (using tap strategies) before writing, and then again while writing (sounding out each letter) will increase spelling accuracy and fluency.
- Retelling stories in sequence using visualization will increase comprehension and fluency.

Critical Knowledge and Skills

Knowledge

Students will know:

- the structure of the language is taught in a very systematic, cumulative manner.
- all short vowel sounds, and the definition of a vowel.
- all basic consonant sounds, and the definition of consonant.
- sounds of digraphs ck, sh, ch, wh, th and will know the definition of a digraph.
- how to blend three sounds into a real word or nonsense syllable.
- how to segment and spell words with three sounds.
- the nasalized am and an sound combinations.
- ll, ss, ff spelling rule.

- how to add the suffix s to a 3-sound word and that s can say /z/.

Skills

Students will be able to:

- identify vowel sounds
- identify basic consonant sounds
- recognize the sound of digraphs ck, sh, ch, wh, th.
- blend three sounds into a real word or nonsense word
- segment and spell words with three sounds
- identify the nasal sounds of "am" and "an"
- identify the bonus letters ll, ss, and ff
- add the suffix "s" to a 3 sound word, and that "s" can say /z/
- define base word and suffix
- recognize sounds for the letters b, sh, u, h, j, c, k, ck, e, v, w, x, y, z, ch, th, qu, and wh
- read and spell words with three sounds and short vowels (including words with digraphs)
- define digraph
- identify sounds for short vowels, consonants, and digraphs
- employ the tapping process for blending and segmenting sounds
- read and spell words and nonsense syllables with three sounds
- identify ll, ss, ff spelling rules
- recognize the sound of "a" when followed by ll
- identify welded sounds "am" and "an"
- identify the concept of baseword and suffix
- read and spell 3-sound words with suffix "s" added

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- charting
- classwork
- dictations
- discussion and review questions
- predictions

- quizzes
- tests
- workbooks

School Summative Assessment Plan

- Summative Post Tests (per book)
- Wade Assessment (pre-assessment)

Primary Resources

- Wilson Reading Materials

Supplementary Resources

- Audiobooks
- Common Lit
- Independent reading books
- Read to Go

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Using base words and suffixes related to content of mathematics to develop a better understanding of mathematics vocabulary.

SCIENCE - Using base words and suffixes related to content of mathematics to develop a better understanding of mathematics vocabulary.

SOCIAL STUDIES -

WORLD LANGUAGES - compare words from the English language and their origin from other languages.

VISUAL/PERFORMING ARTS - presenting information in front of the class, and working in cooperative learning groups to develop presentations.

APPLIED TECHNOLOGY - creating and using powerpoints and google classroom to present lessons to classmates as part of a summative evaluation.

BUSINESS EDUCATION - students will integrate specific vocabulary associated with distinct careers.

GLOBAL AWARENESS - exploring how different regions of the country and world have different dialects, and ways of expressing themselves.

Learning Plan / Pacing Guide

Book 1 - 60 days

***The Wilson Reading Program is a prescribed, repetitive program. As such, each lesson within each unit is the same. The pacing of each lesson is indicated below.**

- Lesson 1.1 (10 days)
 - Step 1 - Sound cards: This includes a "quick drill" of the phonemes of the teacher showing a sound card and the students naming the letter(s) and corresponding sound(s). Key words are always used with vowels and as needed with other sounds (5-7 minutes)
 - Step 2 - Teach/review concepts for reading: blank cards and letter cards are used to teach phoneme segmentation and blending. Students are taught to segment sounds using a finger tapping procedure.
 - Beyond step 2, syllable and suffix cards are used to teach total word structure. Every lesson involves this manipulation of cards to teach word structure and practice reading.
 - Step 3 - Word Cards: Skills learned in section 2 of the lesson are applied to reading single words on flash cards. Review words are included in the stack of cards being utilized for the present objective.
 - Step 4 - Word List Reading: Skills are applied to the reading of single words on a controlled word list in the student reader containing only those elements of word structures taught thus far.
 - Step 5 - Sentence Reading: Word attack skills are applied to reading within sentences. All sentences contain only the elements of word structure taught so far.
 - Step 6 - Quick Drill in Reverse: Letter formation is taught as needed. Every lesson contains a phoneme drill with the teacher saying a sound and the student identifying the corresponding letter or letters.
 - Step 7 - Teach/review concepts for spelling. Initially, the students spell words with phoneme cards and blank cards. Students apply finger tapping procedures to segment sounds for spelling.
 - Step 8 - Written Work: Sounds, single words, and sentences dictation are included. The teacher dictates sounds, words, and sentences that are controlled; they only contain the word structure elements taught thus far. The student repeats the dictation prior to writing. Sounds and words are spelled orally before written period. A formal procedure is followed for independent sentence proofreading.
 - Step 9 - Passage Reading: The student silently reads a short passage with controlled vocabulary containing only the studied word elements. The student retells the passage in his own words linked to visualization of the passage. The student then reads orally.
 - Step 10 - Listening Comprehension: In this part of the lesson, the teacher reads non-controlled text to the students. The students use visualization and retelling to develop comprehension skills at a higher level than current decoding.
- Lesson 1.2 - (10 days)
- Lesson 1.3 (10 days)
- Lesson 1.4 (10 days)
- Lesson 1.5 (10 days)

- Lesson 1.6 (10 days)

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Unit 2: Book 2

Content Area: **Language Arts - Reading**
Course(s): **Reading 1, ENGLISH I**
Time Period: **Generic Time Period**
Length: **60 days**
Status: **Published**

Standards

Writing Standards

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LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language/Speaking

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying

	any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Reading Standards

LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.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.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Fluency

Transfer Goals and Career Ready Practices

Transfer Goals

1. Know and apply phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.
3. Demonstrate command of the convention of English capitalization, punctuation and spelling when writing.

Concepts

Essential Questions

- What is the definition of a digraph?
- What is the sound tapping process for blending and segmenting sounds?
- What is the sound tapping process for blending and segmenting two and three sound words?
- Why is it important to be able to read and spell words and nonsense syllables with three sounds?

Understandings

- Develop a phonological awareness of segmenting and blending of phonemes up to six sounds.
- Finger tapping is used to analyze spoken words into phonemes of spelling. It is also used for blending sounds for reading.
- Using guessing habits when reading and spelling must be broken, and skills such as tapping and notebook use and keywords is more effective.
- One must read independently (silently) before orally reading.
- Breaking down words to spell rather than trying to spell from memory is essential for success.
- Spelling orally (using tap strategies) before writing, and then again while writing (sounding out each letter) will increase spelling accuracy and fluency.
- Retelling stories in sequence using visualization will increase comprehension and fluency.

Critical Knowledge and Skills

Knowledge

Students will know:

- the welded sound: ing, and, ong, ung, ink, ank, onk, unk.
- the definition of a syllable.
- how to identify a closed syllable.
- the difference between a blend and a digraph.
- how to blend sounds and read words or nonsense syllables with a short vowel (up to six sounds).
- how to segment sounds and spell words with a short vowel (up to six sounds).
- how to read and spell ild, old, olt, ost and ind words.

Skills

Students will be able to:

- new welded sounds : ang, ing, ong, ung, ank, ink, onk, and unk.
- read and spell words with the above sounds
- identify a closed syllable
- identify the difference between a blend and a digraph
- identify and read a blend and segment up to four sounds in a closed syllable
- identify new welded sounds; ild, old, ind, olt, ind, ost
- identify exception to closed syllable
- blend and segment up to five sounds in a closed syllable
- identify 3-letter blends
- blend and segment up to six sounds in a closed syllable

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- charting
- classwork
- dictations
- discussion and review questions
- predictions
- quizzes
- tests
- workbooks

School Summative Assessment Plan

- Summative Post Tests (per book)
- Wade Assessment (pre-assessment)

Primary Resources

- Wilson Reading Materials

Supplementary Resources

- Audiobooks
- Common Lit
- Independent reading books
- Read to Go

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ❑ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ❑ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Using base words and suffixes related to content of mathematics to develop a better understanding of mathematics vocabulary.

SCIENCE - Using base words and suffixes related to content of mathematics to develop a better understanding of mathematics vocabulary.

SOCIAL STUDIES -

WORLD LANGUAGES - compare words from the English language and their origin from other languages.

VISUAL/PERFORMING ARTS - presenting information in front of the class, and working in cooperative learning groups to develop presentations.

APPLIED TECHNOLOGY - creating and using powerpoints and google classroom to present lessons to classmates as part of a summative evaluation.

BUSINESS EDUCATION - students will integrate specific vocabulary associated with distinct careers.

GLOBAL AWARENESS - exploring how different regions of the country and world have different dialects, and ways of expressing themselves.

Learning Plan / Pacing Guide

Book 2 - 60 days

- Lesson 2.1 (12 days)
 - Step 1 - Sound cards: This includes a "quick drill" of the phonemes of the teacher showing a sound card and the students naming the letter(s) and corresponding sound(s). Key words are always used with vowels and as needed with other sounds (5-7 minutes)
 - Step 2 - Teach/review concepts for reading: blank cards and letter cards are used to teach phoneme segmentation and blending. Students are taught to segment sounds using a finger tapping procedure.
 - Beyond step 2, syllable and suffix cards are used to teach total word structure. Every lesson involves this manipulation of cards to teach word structure and practice reading.

- Step 3 - Word Cards: Skills learned in section 2 of the lesson are applied to reading single words on flash cards. Review words are included in the stack of cards being utilized for the present objective.
 - Step 4 - Word List Reading: Skills are applied to the reading of single words on a controlled word list in the student reader containing only those elements of word structures taught thus far.
 - Step 5 - Sentence Reading: Word attack skills are applied to reading within sentences. All sentences contain only the elements of word structure taught so far.
 - Step 6 - Quick Drill in Reverse: Letter formation is taught as needed. Every lesson contains a phoneme drill with the teacher saying a sound and the student identifying the corresponding letter or letters.
 - Step 7 - Teach/review concepts for spelling. Initially, the students spell words with phoneme cards and blank cards. Students apply finger tapping procedures to segment sounds for spelling.
 - Step 8 - Written Work: Sounds, single words, and sentences dictation are included. The teacher dictates sounds, words, and sentences that are controlled; they only contain the word structure elements taught thus far. The student repeats the dictation prior to writing. Sounds and words are spelled orally before written period. A formal procedure is followed for independent sentence proofreading.
 - Step 9 - Passage Reading: The student silently reads a short passage with controlled vocabulary containing only the studied word elements. The student retells the passage in his own words linked to visualization of the passage. The student then reads orally.
 - Step 10 - Listening Comprehension: In this part of the lesson, the teacher reads non-controlled text to the students. The students use visualization and retelling to develop comprehension skills at a higher level than current decoding.
- Lesson 2.2 (12 days)
 - Lesson 2.3 (12 days)
 - Lesson 2.4 (12 days)
 - Lesson 2.5 (12 days)

Unit 3: Book 3

Content Area: **Language Arts - Reading**
Course(s): **Reading 1, ENGLISH I**
Time Period: **Generic Time Period**
Length: **60 days**
Status: **Published**

Standards

Writing Standards

LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.9-10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
LA.W.9-10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.9-10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Language/Speaking

LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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LA.L.9-10.1.A	Use parallel structure.
LA.L.9-10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.9-10.2.A	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
LA.L.9-10.2.B	Use a colon to introduce a list or quotation.
LA.L.9-10.2.C	Spell correctly.
LA.L.9-10.3	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
LA.L.9-10.3.A	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.9-10.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
LA.L.9-10.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
LA.L.9-10.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.9-10.5.B	Analyze nuances in the meaning of words with similar denotations.
LA.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying

	any false reasoning or distorted evidence.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Reading Standards

LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.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.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). Fluency

Transfer Goals and Career Ready Practices

Transfer Goals

1. Know and apply phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.
3. Demonstrate command of the convention of English capitalization, punctuation and spelling when writing.

Concepts

Essential Questions

- What are the skills associated with reading and spelling words with closed syllables?
- What is syllable division?
- What is the sound tapping process for blending and segmenting sounds?
- What is the sound tapping process for blending and segmenting two and three sound words and syllables?
- Why is it important to be able to read and spell words and nonsense syllables with three sounds?

Understandings

- Develop a phonological awareness of segmenting and blending of phonemes up to six sounds.
- Finger tapping is used to analyze spoken words into phonemes of spelling. It is also used for blending sounds for reading.
- Using guessing habits when reading and spelling must be broken, and skills such as tapping and notebook use and keywords is more effective.
- One must read independently (silently) before orally reading.
- Breaking down words to spell rather than trying to spell from memory is essential for success.
- Spelling orally (using tap strategies) before writing, and then again while writing (sounding out each letter) will increase spelling accuracy and fluency.
- Retelling stories in sequence using visualization will increase comprehension and fluency.
- Teach Multisyllabic Spelling Procedure: This process will be followed for all multisyllabic words throughout the entire program.
 - Teacher says word, student repeats (punish)
 - Student says word in syllables while pointing to blank index cards to represent the syllable parts.
 - Student says first syllable, spells first syllable, e.g. "pun" p-u-n
 - Student says second syllable, spell second syllable "ish" i-s-h. It is helpful to have student point to the blank index cards that represent the syllable being spelled
 - The student then writes the word, naming each syllable and spelling it orally while writing it. Some students may need to orally spell and then write one syllable at a time.
 - The student then immediately reads the word back while underlining syllables from left to right. This is done to teach the student to proofread. Be sure students look carefully at the word when scooping the syllables: punish.

Critical Knowledge and Skills

Knowledge

Students will know:

- that syllables can be combined to make longer words.
- how to divide two and three syllable words.
- how to read/spell two and three syllable words that combine closed syllables.
- the spelling of ct and ic within words.

Skills

Students will be able to:

- identify two closed syllables (up to three sounds per syllable) into multisyllabic words.
- identify syllable division principles
- employ the spelling of words by syllable (one syllable at a time)
- decode two closed syllables with more than three sounds in a syllable
- identify syllable division principles
- spell multisyllabic words with more than three sounds in a syllable
- read and spell words with the ct blend
- recognize that three or four syllables can be put together to form multisyllabic words
- read and spell multisyllabic words with closed syllables
- identify new suffix endings: ing and ed /ed/ sound only
- recognize that suffixes are added to unchanging base words from steps 1, 2, and 3.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- charting
- classwork
- dictations
- discussion and review questions
- predictions
- quizzes

- tests
- workbooks

School Summative Assessment Plan

- Summative Post Tests (per book)
- Wade Assessment (pre-assessment)

Primary Resources

- Wilson Reading Materials

Supplementary Resources

- Audiobooks
- Common Lit
- Independent reading books
- Read to Go

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Differentiated Instruction

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Using base words and suffixes related to content of mathematics to develop a better understanding of mathematics vocabulary.

SCIENCE - Using base words and suffixes related to content of mathematics to develop a better understanding of mathematics vocabulary.

SOCIAL STUDIES -

WORLD LANGUAGES - compare words from the English language and their origin from other languages.

VISUAL/PERFORMING ARTS - presenting information in front of the class, and working in cooperative learning groups to develop presentations.

APPLIED TECHNOLOGY - creating and using powerpoints and google classroom to present lessons to classmates as part of a summative evaluation.

BUSINESS EDUCATION - students will integrate specific vocabulary associated with distinct careers.

GLOBAL AWARENESS - exploring how different regions of the country and world have different dialects,

and ways of expressing themselves.

Learning Plan / Pacing Guide

Book 3 - 60 days

***The Wilson Reading Program is a prescribed, repetitive program. As such, each lesson within each unit is exactly the same. The pacing is indicated below.**

- Lesson 3.1 (12 days)
 - Step 1 - Sound cards: This includes a "quick drill" of the phonemes of the teacher showing a sound card and the students naming the letter(s) and corresponding sound(s). Key words are always used with vowels and as needed with other sounds (5-7 minutes)
 - Step 2 - Teach/review concepts for reading: blank cards and letter cards are used to teach phoneme segmentation and blending. Students are taught to segment sounds using a finger tapping procedure.
 - Beyond step 2, syllable and suffix cards are used to teach total word structure. Every lesson involves this manipulation of cards to teach word structure and practice reading.
 - Step 3 - Word Cards: Skills learned in section 2 of the lesson are applied to reading single words on flash cards. Review words are included in the stack of cards being utilized for the present objective.
 - Step 4 - Word List Reading: Skills are applied to the reading of single words on a controlled word list in the student reader containing only those elements of word structures taught thus far.
 - Step 5 - Sentence Reading: Word attack skills are applied to reading within sentences. All sentences contain only the elements of word structure taught so far.
 - Step 6 - Quick Drill in Reverse: Letter formation is taught as needed. Every lesson contains a phoneme drill with the teacher saying a sound and the student identifying the corresponding letter or letters.
 - Step 7 - Teach/review concepts for spelling. Initially, the students spell words with phoneme cards and blank cards. Students apply finger tapping procedures to segment sounds for spelling.
 - Step 8 - Written Work: Sounds, single words, and sentences dictation are included. The teacher dictates sounds, words, and sentences that are controlled; they only contain the word structure elements taught thus far. The student repeats the dictation prior to writing. Sounds and words are spelled orally before written period. A formal procedure is followed for independent sentence proofreading.
 - Step 9 - Passage Reading: The student silently reads a short passage with controlled vocabulary containing only the studied word elements. The student retells the passage in his own words linked to visualization of the passage. The student then reads orally.
 - Step 10 - Listening Comprehension: In this part of the lesson, the teacher reads non-controlled text to the students. The students use visualization and retelling to develop comprehension skills at a higher level than current decoding.
- Lesson 3.2 (12 days)
- Lesson 3.3 (12 days)
- Lesson 3.4 (12 days)
- Lesson 3.5 (12 days)

