

Unit 1: Book 10

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. |
|-------------|--|

| | |
|----------------|---|
| 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

- How do you add suffixes to multisyllabic words ending in an accented 1-1-1 syllable?
- What are the skills associated with reading and spelling words with the doubling spelling rules (or 1-1-1 rules)?
- Why are spelling rules so important?

Understandings

- There are rules associated with reading and spelling words with the double spelling rules 1-1-1.
- There are rules associated with reading and spelling words with additional exceptions to the v-c-e syllable.
- By reading non-controlled text students will increase their comprehension and fluency.

Critical Knowledge and Skills

Knowledge

Students will know:

- additional v-c-e exceptions: ice, ace, age, ate, ite, ine, ile
- how to read and spell words with ice, ace, age, ate, ite, ine, ile
- how to add suffixes to words ending in a silent e
- how to identify 1-1-1 words {words with 1 syllable (closed or r-controlled) with one vowel followed by 1 consonant}
- how to add suffixes to multisyllabic words ending in an accented 1-1-1 syllable
- recognize additional suffixes ic, al, ible, ous, ist, ism, ity, ize, ary, ery, ory, ent, ence, ant, ance

Skills

Students will be able to:

- recognize additional v-c-e exceptions ice, ace, age, ate, ite, ine, ile
- read and spell words with ice, age, ace, ate, ite, ine, ile
- add suffixes to words ending in silent e
- read and spell silent e words with suffixes
- identify closed and r controlled words with one syllable and one consonant following the single vowel

(called 1-1-1 words)

- add suffixes to 1-1-1 words
- identify the Doubling Rule Part II to advanced students only
- recognize multisyllabic words with 1-1-1 accented syllables
- add suffixes to 1-1-1 accented syllables
- recognize additional suffixes ic,al,ible,ous,ist,ism,ity,ize,ary,ery,ory,ent,ence,ant and ance (advanced students)

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 10 - 60 days

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

- Lesson 10.1 (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 10.2 (12 days)
 - Lesson 10.3 (12 days)
 - Lesson 10.4 (12 days)
 - Lesson 10.5 (12 days)

-

Unit 2: Book 11

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. |
|-------------|--|

| | |
|----------------|---|
| 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 additional vowel work? (y and i)
- What are the skills associated with reading and spelling words with igh and eigh?
- What are the skills associated with reading and spelling words with the suffix y?

Understandings

- There are rules associated with the vowels y and i that need to be studied in further detail
- There are rules associated with how to pluralize words ending in y
- There are rules associated with reading and spelling Doubled -vowels, D syllable (igh, eigh)

Critical Knowledge and Skills

Knowledge

Students will know:

- all sounds of y as a vowel (y=long /i/, short/i/ and long /e/)
- how to read y in various syllable types
- 'y' spelling rule (when to change y to i when adding suffixes)
- variant sounds of i = long /e/ and /y/
- the sounds of ie, ei, igh and eigh, and how to read and spell words with these sounds

Skills

Students will be able to:

- recognize the vowel y in a closed syllable and it says short /i/
- recognize the vowel y in an open syllable at the end of multisyllabic words usually say long /e/ but sometimes say long /i/ (advanced students)
- recognize y in a v-c-e syllable says long /i/ (advanced students)
- add suffixes to words ending in y
- form the plural for words ending in y
- identify two new sounds of i := /y/ and long /e/
- identify new sound of ie and ei
- use the spell option to spell ie and ei words
- identify two new sounds igh and eigh

- use sound option spelling procedures to spell igh and eigh words

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 11- 60 days

***The Wilson Reading Program is a prescribed, repetitive program. As such, each lesson within each unit is exactly the same. The pacing for the book is indicated below.** Lesson 11.1 (3 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 11.2 - (3 days)
 - Lesson 11.3
 - Lesson 11.4
 - Lesson 11.5

-

Unit 3: Book 12

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. |
|-------------|--|

| | |
|----------------|---|
| 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 Latin roots, prefixes and suffixes?
- What is exception to the D syllable?
- Why is word structure important to reading and spelling words?

Understandings

- There are rules associated with reading and spelling exceptions to D syllable.
- There are rules associated with reading and spelling words with silent letters, the effect w on vowels and the advanced spelling of /K/ sound.
- Knowledge of additional information about word structure.

Critical Knowledge and Skills

Knowledge

Students will know:

- the exception to the "D" syllable : how to divide syllables between two vowels
- the silent letters: rh, gh, mb mn, kn, gn, wr
- how /w/ effects the vowels a and o
- two additional ways to spell /k/: ch, que
- the sounds of ti, ci, tu and ture
- how to add predixes to Latin roots

Skills

Students will be able to:

- identify exceptions to the "D' syllable: split vowels
- read and spell words with split vowels
- identify silent letter combinations: gh, rh, kn, gn, wr, mb and mn
- read and spell words with gh, rh, kn, gn, wr, mb, and mn
- recognize how /w/ affects vowels: wa,war,wor
- read and spell words with /w/ followed by a, ar and or
- identify the /k/ sound of ch

- identify the /k/ sound of que at the end of words (advanced students)
- read and spell words with /k/
- identify the sound of tu and ture
- identify the sound of ti and ci when followed by a suffix (advanced students)
- read and spell words with ti and ci sounds
- recognize some prefixes are added to words that stand alone. Sometimes prefixes are added to Latin roots that have meaning but do not stand alone
- recognize some prefixes (called chameleon prefixes) match the next letter in the word
- read and spell words with chameleon prefixes

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 12 - days

- Lesson 12.1
 - 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 12.2 -
 - Lesson 12.3
 - Lesson 12.4
 - Lesson 12.5
 - Lesson 12.6

-