**Warren County School District**

**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title: \_\_**Reading Foundations 9\_

**Course Number:** \_00066

**Course Prerequisites:** State and local test scores, other reading assessments and teacher recommendations will identify students who are reading in the bottom two quartiles below grade level to screen for this reading intervention. Once identified for screening, the student must score a BR (Beginning Reader) – 600 Lexile on the Reading Inventory **AND** score in the Pre-, Beginning, or Developing Decoder range on the Phonics Inventory in grade 8. Students must meet both placement test requirements on the Reading Inventory and the Phonics Inventory in order to place into this Reading Foundations MTSS Tier III reading intervention.

**Course Description:**Reading Foundations 9 is a foundational reading program designed for the most challenged struggling readers. This reading course will help students understand and master the sounds of the English language. It is a research based reading class that works with teacher instruction, technology, and texts to deliver highly engaging, comprehensive, research-based instructional content to the struggling reader. The student is guided along a systematic path from phonemic awareness to fluent reading. The program will deliver, direct, systematic, phonics instruction which builds on phonemic awareness and moves to letter-sound correspondence, blending, word building, dictation, and spelling as well as independent reading skills.

**Suggested Grade Level:** Ninth Grade

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Length of Course:** |  [ ]  One Semester | [ ]  Two Semesters  | [x]  Other (Describe) Student should remain in the course until Advanced Decoder Status is achieved on the Phonics Inventory in order to be exited from the program |  |

**Units of Credit:** 1 Credit (Insert ***None*** if appropriate)

**PDE *Certification and Staffing Policies and Guidelines* (CSPG) Required Teacher Certifications**:

CSPG 61 Special Education PreK-8 and 7-12

**Certification verified by WCSD Human Resources Department**: [ ]  Yes [ ]  No

**TEXTBOOK AND SUPPLEMENTAL MATERIALS**

**Continue using Board approved textbook?** [x] Yes [ ]  No (*If yes, then complete the information below.*)

**Board Approved Textbooks, Software, Supplemental Materials:**

**Title:** System 44 Core Instruction Teacher’s Edition Secondary

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:** 978-0-545-50100-2

**Copyright Date:** 2014

**Date of WCSD Board Approval:**

**Title:** Student 44 Next Generation Book Secondary

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:** 978-0-545-50122-4

**Copyright Date:** 2014

**Date of WCSD Board Approval:**

**Title:** Scholastic Achievement Manager – (SAM) **-** System 44 Software

**Publisher:** Houghton Mifflin Harcourt

**ISBN #:**

**Copyright Date:** 2014

**Date of WCSD Board Approval:**

**BOARD APPROVAL:**

**Date Written:** \_8/15/2017\_

**Date Approved: \_\_**     \_\_

**Implementation Date:** 2017-2018

**SPECIAL EDUCATION AND GIFTED REQUIREMENTS**

The teacher shall make appropriate modification to instruction and assessment based on a student’s Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

**COURSE OVERVIEW**

(*List the content to be taught*)

**For standards, essential questions, content, and skills see Curriculum Map:**

The skills and strategies listed below are covered in one or more of the *Reading Foundation* Course components and

include the following domains:

 • Phonological Awareness • Print Concepts and Reading Behaviors • Writing

 • Phonics and Word Recognition • Reading Fluency • Research

 • Speaking and Listening • Vocabulary Acquisition and Use • Reading Literature

 • Conventions of Standard English • Range of Reading/Text Complexity • Reading Informational Text

SKILLS and STRATEGIES

**1.1 READING: FOUNDATIONAL SKILLS**

Phonological Awareness

 Segment syllables in spoken words

Recognize and produce rhyming words

Blend onsets and rhymes in spoken words

Segment words by isolating and pronouncing initial, medial vowel, and final sounds (phonemes)

Count phonemes in words

Match initial, medial, and final sounds

Orally produce single-syllable words by blending phonemes

Add or substitute phonemes to make new words

Print Concepts and Reading Behaviors

Recognize and name all upper- and lowercase letters of the alphabet

Distinguish between letters, words, and sentences

Recognize the distinguishing features of a sentence

Recognize that spoken words are represented in written language by specific sequences of letters Identify parts of a book

Follow words from left to right, top to bottom, and page by page

Identify that text provides information

Understand that words are separated by spaces in print

Read text along with model

Read decodable text

Read for enjoyment

Read varied sentence structures

Read varied genres

Read text of gradually increasing difficulty

**1.1 PHONICS AND WORD RECOGNITION**

 Consonants and Short Vowels (CVC)

S.M.A.R.T. Understanding the System

Demonstrate knowledge of letter-sound correspondences for consonants (m, s)

Demonstrate knowledge of letter-sound correspondences for consonants (t, n)

S.M.A.R.T. Comparing & Contrasting Long and Short Vowels

Associate the short a sound with the common spelling for short a

S.M.A.R.T. Blending Sounds Into Words

S.M.A.R.T. Segmenting Words Into Sounds

Demonstrate knowledge of letter-sound correspondences for consonants (p, c)

Demonstrate knowledge of letter-sound correspondences for consonants (b, r)

Read common high-frequency words by sight

Form regular plural nouns by adding -s

S.M.A.R.T. Recognizing & Using Possessives

Associate the short i sound with the common spelling for short i

Demonstrate knowledge of letter-sound correspondences for consonants (d, f)

Demonstrate knowledge of letter-sound correspondences for consonants (h, k)

Associate the short o sound with the common spelling for short o

Demonstrate knowledge of letter-sound correspondences for consonants (l, x)

Read common high-frequency words by sight

Demonstrate knowledge of letter-sound correspondences for s-blends

Associate the short e sound with the common spelling for short e

Demonstrate knowledge of letter-sound correspondences for consonants (j, w)

Associate the short u sound with the common spelling for short u

S.M.A.R.T. Contrasting Short Vowels

Demonstrate knowledge of letter-sound correspondences for consonants (g, y)

Demonstrate knowledge of letter-sound correspondences for consonants (v, z, q)

S.M.A.R.T. Contrasting Consonants

Read common high-frequency words by sight

Demonstrate knowledge of letter-sound correspondences for s-blends

Demonstrate knowledge of letter-sound correspondences for double consonants

Demonstrate knowledge of letter-sound correspondences for final blends

S.M.A.R.T. Recognizing & Using Contractions

S.M.A.R.T. Understanding Syllables

Decode two-syllable words with closed syllables

Read common high-frequency words by sight

Demonstrate knowledge of letter-sound correspondences for l-blends

Demonstrate knowledge of letter-sound correspondences for r-blends

Demonstrate knowledge of letter-sound correspondences for l- and r-blends

Demonstrate knowledge of letter-sound correspondences for two- and three-letter blends

Read common high-frequency words by sight

Demonstrate knowledge of letter-sound correspondences for final blends

Demonstrate knowledge of letter-sound correspondences for -ng, -nk

Decode two-syllable words with closed syllables

Demonstrate knowledge of letter-sound correspondences for -nt, -nd

Read common high-frequency words by sight

Know the spelling-sound correspondences for common consonant digraphs (sh)

Know the spelling-sound correspondences for common consonant digraphs (ch)

Know the spelling-sound correspondences for common consonant digraphs (ch, -tch)

Know the spelling-sound correspondences for common consonant digraphs (sh, ch, -tch)

S.M.A.R.T. Recognizing & Using Compound Words

Form regular plural nouns by adding -es

Read common high-frequency words by sight

Know the spelling-sound correspondences for common consonant digraphs (th)

Know the spelling-sound correspondences for common consonant digraphs

Use conventional spelling for adding suffixes to base words (-ing)

Use verbs to convey a sense of the past -ed

Know the spelling-sound correspondences for the ending -ed (/d/ and /t/)

Read common high-frequency words by sight

S.M.A.R.T. Identifying Stressed & Unstressed Syllables

Decode two-syllable words with unstressed closed syllables

Decode two-syllable words with consonant + -le, -el, -al

Read common high-frequency words by sight

Know final -e convention for representing the long a vowel sound

Know final -e convention for representing the long i vowel sound

Know final -e convention for representing the long a and long i vowel sounds

Identify words with inconsistent but common spelling-sound correspondences (soft c)

Identify words with inconsistent but common spelling-sound correspondences (soft g)

Identify and know the meanings of common suffixes -ment, -ness

Read common high-frequency words by sight

Know final -e convention for representing the long o vowel sound

Know final -e convention for representing the long u vowel sound

Decode two-syllable words with long vowels

Identify and know the meanings of common prefixes un-, non-, de-

S.M.A.R.T. Unlocking Multi-Syllable Words

Read common high-frequency words by sight

Use conventional spelling for adding suffixes to base words (-ing)

Use conventional spelling for adding suffixes to base words (-ing, with doubling)

Use conventional spelling for adding suffixes to base words (-ed, drop e)

Use conventional spelling for adding suffixes to base words (-ed, with doubling)

Read common high-frequency words by sight

Demonstrate knowledge of letter-sound correspondences for y as a vowel

Identify and know the meanings of common suffixes -y, -ly

Use conventional spelling for adding suffixes to base words (changing -y to -i)

Demonstrate knowledge of letter-sound correspondences for wh, ph

Read common high-frequency words by sight

Recognize and read grade-appropriate irregularly spelled words with silent consonants

Decode two-syllable words with open syllables

S.M.A.R.T. Using Open & Closed Syllable Strategies

S.M.A.R.T. Using Approximation

Decode two-syllable words with unstressed open syllables

Identify and know the meanings of common prefixes con-, com-

Read common high-frequency words by sight

Know vowel team conventions for long a (ai)

Know vowel team conventions for long a (ay)

Decode long a vowel team syllables

Read common high-frequency words by sight

S.M.A.R.T. Using Patterns to Determine Vowel Sounds

Know vowel team conventions for long o (oa)

know vowel team conventions for long o (ow)

Decode long o vowel team syllables

Read common high-frequency words by sight

Identify and know the meanings of common prefixes re-, pre

Know vowel team conventions for long e (ea)

Know vowel team conventions for long e (ee)

Know vowel team conventions for long e (ie)

Decode long e vowel team syllables

Read common high-frequency words by sight

Long i (igh)

Other Long Vowel Spellings

Review common prefixes and derivational suffixes

Read common high-frequency words by sight

Know and apply grade-level phonics (r-controlled vowel ar)

Use knowledge of syllabication patterns (syllables with ar)

Know and apply grade-level phonics (r-controlled vowels er, ir, ur)

Recognize and read grade-appropriate irregularly spelled words with /sh/ spellings (ci, ti)

Read common high-frequency words by sight

Know and apply grade-level phonics (r-controlled vowels or, ore)

Use knowledge of syllabication patterns (syllables with or, ore)

Identify and know the meanings of common suffixes -er, -or

Identify and know the meanings of common suffixes -er, -est

S.M.A.R.T. Recognizing Word Families

Know and apply grade-level phonics (r-controlled vowel ear

Use knowledge of syllabication patterns (syllables with air)

Know and apply grade-level phonics (r-controlled vowel syllables)

Know and apply grade-level phonics (diphthongs oi, oy)

Use knowledge of syllabication patterns (syllables with oi, oy)

Know and apply grade-level phonics (diphthongs ou, ow)

Use knowledge of syllabication patterns (syllables with ou, ow)

Read common high-frequency words by sight

Use knowledge of syllabication patterns (syllables with air)

Know and apply grade-level phonics (r-controlled vowel syllables)

Identify and know the meanings of common suffixes -less, -ful

Know and apply grade-level phonics (variant vowels oo, ew, u\_e)

Use knowledge of syllabication patterns (syllables with oo, ew, u\_e)

Read common high-frequency words by sight

Know and apply grade-level phonics (variant vowels oo, u)

Use knowledge of syllabication patterns (syllables with oo, u)

Know and apply grade-level phonics (variant vowels aw, au, a)

Use knowledge of syllabication patterns (syllables with aw, au, a)

Identify and know the meanings of common prefixes mid-, sub-

Identify and know the meanings of common prefixes dis-, mis-

Identify and know the meanings of common suffixes -tion, -sion

Identify and know the meanings of common suffixes -able, -ible

Identify and know the meanings of common prefixes uni-, bi-, tri-

Use common Greek and Latin roots as clues to word meaning (auto, bio, graph)

Use common Greek and Latin roots as clues to word meaning (port, dict)

Use common Greek and Latin roots as clues to word meaning (rupt, struct, scrib/script)

Use common Greek and Latin roots as clues to word meaning (scope, tele, vis/vid)

**1.1 ADDITIONAL SKILLS**

S.M.A.R.T. Recognizing Homophones and Homographs

Fluency

 Build automaticity

Read grade-level text orally with accuracy, appropriate rate, and expression

Read grade-level text with purpose and understanding

Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Echo reading, Choral reading, Readers Theater

Use correct phrasing

Read with expression and prosody

Use natural, consistent pace

Timed fluent reading

Repeated reading

Use phrase-cued text

Connect decoding with meaning

Compare phoneme articulation to model

Compare word pronunciation to model

Listen to modeled fluent reading

Use self-monitoring strategies

**1.4 WRITING**

Text Types and Purpose

Develop handwriting skills

Write arguments on topics or texts, supporting a point of view with reasons

Introduce claim(s), acknowledge claim(s) from alternate claims, and organize evidence logically

Support claim(s) with logical reasoning and relevant evidence

Use linking words and phrases to connect opinions and reasons

Use precise words and phrases, relevant details, and sensory language

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information

Develop a topic with facts, definitions, and details

Use linking words and phrases to connect ideas within categories of information

Provide a conclusion that follows from and reflects on the events

Use temporal words and phrases to signal event order

Engage and orient the reader by setting out a problem, situation, or observation

Production & Distribution of Writing

Complete cloze sentences, puzzles, fill-ins, and wordplay items

Spell and write from dictation

Write in response to questions

Brainstorm ideas as part of the prewriting process

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

Produce clear and coherent writing that is appropriate to task, purpose, and audience

Use peer suggestions when revising

Revise writing to correct errors and clarify ideas

Use technology to produce and publish writing

**1.4 RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

Gather relevant information from print and digital sources

Conduct short research projects to answer a question

Draw evidence from literary or informational texts to support analysis, reflection, and research

**1.4 RANGE OF WRITING**

Write routinely over extended time frames and shorter time frames

**1.5 SPEAKING AND LISTENING**

Comprehension & Collaboration

Listen to fluent phoneme articulation models

Listen to fluent reading models

Listen for a variety of purposes

Confirm understanding of a text read aloud or information presented orally by asking and answering questions Compare spoken sounds and words with fluent model

Participate effectively in a range of conversations, building on others’ ideas and expressing their own

Confirm understanding of texts by asking and answering questions about key details and requesting clarification when necessary

Follow agreed-upon rules for collegial discussions and decision-making

Engage in collaborative discussion with a range of partners

Come to discussions prepared, having read or researched material under study

Pose and respond to questions with relevant observations and ideas

Acknowledge new information expressed by others and respond thoughtfully to diverse perspectives

Work with peers to promote discussions, set goals, and establish individual roles

Propel conversations by posing and responding to questions that relate to the current discussion

Analyze the purpose of information presented in diverse formats and evaluate the motives behind its presentation

**1.5 PRESENTATION OF KNOWLEDGE & IDEAS**

Make strategic use of digital media and visual displays to express information and enhance understanding

Make strategic use of digital media and visual displays for a variety of purposes

Tell a story or recount an experience with appropriate facts and relevant details

Speak audibly and express thoughts, feelings, and ideas clearly

Adapt speech to a variety of contexts and tasks

Summarize the points a speaker makes and explain how each claim is supported

Present knowledge and findings, sequencing ideas logically and using facts and details

Use gestures for emphasis when speaking

Use appropriate pace when speaking

Articulate similarities and differences in discussions

Use academic vocabulary when speaking

**1.3 VOCABULARY ACQUISITION AND USE**

Use visual images to build meaning

Determine or clarify the meanings of unknown words and phrases

Recognize and explain the meanings of common idioms

Use context as a clue to the meaning of a word or phrase

Use homographs and homophones

Identify word families

Use common Greek and Latin roots as clues to identify word meaning

Use frequently occurring inflections and affixes as clues to the meanings of unknown words

Use knowledge of individual words to predict the meanings of compound words

Use the relationship between particular words, such as synonyms and antonyms, to better understand each of the words

Use glossaries and dictionaries, both print and digital, to determine the meanings of words and phrases

Acquire and use grade-appropriate academic and domain-specific words and phrases

Determine or clarify the meanings of multiple meaning words by choosing flexibly from a range of strategies

Recognize and explain the meanings of common idioms

Interpret figures of speech in context

Distinguish among the connotations of words with similar definitions

**LANGUAGE**

Conventions of Standard English

Print all upper- and lowercase letters

Demonstrate command of the conventions of standard English grammar and usage

Form regular plural nouns by adding -s or -es

Use verbs to convey a sense of past, present, and future

Ensure subject-verb and pronoun-antecedent agreement

Form and use comparative and superlative adjectives

Use an apostrophe to form contractions

Use an apostrophe to form possessives

Spell words phonetically, drawing on knowledge of sound-letter relationships

Use conventional spelling for high-frequency words

Use spelling patterns and generalizations in writing words

Generalize learned patterns when writing words

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in sentences

Identify and use conjunctions with noun/verb phrases

Identify and use dependent clauses

Identify and use prepositional phrases

Identify and use detail sentences

Identify and use noun phrases in simple sentences

Identify and use noun phrases in compound sentences

Identify and use past-tense verbs

Identify and use present-tense verbs

Identify and use topic sentences

Identify and use verb phrases in simple sentences

Identify and use verb phrases in compound sentences

Identify and use transition words

Add concluding sentences

Knowledge of Language

Choose language that expresses ideas precisely and concisely

Apply knowledge of language to understand how language functions in different contexts

**1.2 READING INFORMATIONAL TEXT**

Key Ideas and Details

Read closely to determine what the text says explicitly and make logical inferences from it

Ask and answer questions about key details in a text

Determine the central idea of a text and analyze its development

 Recount the key details of a text and explain how they support the main idea

Summarize a text

Analyze the interactions between individuals, events, and ideas in a text

Analyze how a text makes connections and distinctions

Activate and extend prior knowledge

Set a purpose for reading

Take notes to reflect central ideas

Craft and Structure

Distinguish their own point of view from that of the author of a text

Analyze in detail the structure of a text

Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text

Determine the meaning of words and phrases as they are used in a text

Integration of Knowledge and Ideas

Interpret information presented visually and explain how the information contributes to an understanding of the text

Know and use various text features to locate key facts or information

Trace and evaluate the argument and specific claims in a text

Analyze how two or more authors writing about the same topic shape their presentations of key information

Evaluate the advantages and disadvantages of using different mediums

Range of Reading/Text Complexity

Read independent-level materials

Read primary sources

Read and comprehend literary and informational texts independently and proficiently

**1.3 READING LITERATURE**

Key Ideas and Details

Determine a theme or central idea of a text and analyze its development

Analyze how and why ideas develop over the course of a text

Cite the textual evidence that most strongly supports an analysis of what the text says

Take clear, comprehensive notes to reflect a theme or central idea

Craft and Structure

Determine the meaning of words and phrases as they are used in a text

Assess how point of view or purpose shapes the content and style of a text

Range of Reading/Text Complexity

Determine the meaning of words and phrases as they are used in a text

**ASSESSMENT**

**Portfolio Assessment:** **\_\_**      Yes \_\_X\_\_ No

**District-Wide Common Final Examination Required:**  **\_** Yes \_\_ X\_\_ No

**Course Challenge Assessment** (Describe)**:** None

**WRITING TEAM:** Warren County School District Teachers

**WCSD STUDENT DATA SYSTEM INFORMATION**

1. Is there a required final examination? \_\_ X \_\_ Yes \_\_ \_\_ No

***\*Warren County School District Policy 9741 and9744 state, “All classes in grades 9-12 shall have a final exam.”***

1. Does this course issue a mark/grade for the report card? \_ X\_ \_ Yes \_\_ \_\_ No
2. Does this course issue a Pass/Fail mark? \_\_     \_\_ Yes \_\_X\_\_ No
3. Is the course mark/grade part of the GPA calculation? \_\_ X \_\_ Yes \_\_ \_\_No
4. Is the course eligible for Honor Roll calculation? \_\_ X \_\_ Yes \_\_ \_\_ No
5. What is the academic weight of the course?

|  |  |  |
| --- | --- | --- |
| \_\_ \_\_ No weight/Non credit | \_\_ X \_\_ Standard weight | \_\_     \_\_ Enhanced weight |
|  |  |  |