

Planned Course: LS/LSS Classroom	Course Number:	Department: Special Education	
Unit: English Language Arts	Grade Level: 9		
Estimated Time: Year Long	Level/Track: LS/LSS Including Transition Vocabulary	Date Approved: August 28, 2017	
PA Academic Standards & IEP Goals & Objectives	Core Concepts <ul style="list-style-type: none"> Skills/Knowledge 	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)


<p>Reading Standards for Informational Text</p> <p>CC.1.3.8.A Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Given chapter books, short reading stories, reading words, & picture choices, (Student) will identify main characters, main idea, word grammar (nouns, verbs & adjectives), with 80% accuracy for 3 out of 5 probes given every 10 consecutive school days. Baseline: Main ideas 0% accuracy Grammar 0% accuracy</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when</p>	<ul style="list-style-type: none"> Range and Level of Text Complexity: Read and use grade level and age-appropriate informational materials, including social studies and technical texts that are adapted to student reading level. Key Ideas and Details: Answer questions and locate information in text to support the main idea and key details. <p>Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.</p> <p>Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.</p> <p>Use a root word or affix to</p>	<p>Use visual imagery, summarization, prediction and graphic organizers to support instruction</p> <p>Answer a literal question about a text</p> <p>Answer an inferential question about a text</p> <p>Cite the most important details and evidence from the text to answer literal and inferential questions</p> <p>Identify the theme/central message of a story, drama, or poem using key details/evidence from the text</p> <p>Summarize the text</p> <p>Identify two main ideas/central ideas using key details/evidence from the text</p> <p>Identifies similar and related pictures/words Identifies categories of pictures/words Identifies function of pictures/words Identifies picture based on characteristics named/described Reads complex pictures Reads words in isolation</p>	
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<p>considering a word or phrase important to comprehension or expression.</p> <p>Given small group instruction or 1-1 instruction, grade level 1 words, pictures & short stories, specific words and words on a sentence strip, (student) will read words and phrases, spell words and answer comprehension questions with 80% accuracy with data collected every 10 instructional days reported quarterly.</p> <p>Ex. - Baseline: Words read – 3 words read and put in correct order Spelling – 20% accuracy Answer questions – 60% accuracy</p> <p>CC.1.2.8.A Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.2.11–12.1</p>	<p>determine the meaning of a word Use context to determine the meaning of an unknown or multiple meaning word</p> <p>Cite the most important details and evidence from the text to answer literal and inferential questions</p> <p>Identify the main idea/central idea using 2 or more key details/evidence from the text</p> <p>Summarize the text</p>	<p>Grammar & Writing workbooks on instructional level</p> <p>Spelling Workbooks on instructional level Weekly tests Student develops a sentence for each word (Homework)</p> <p>Defines words with examples Demonstrates meaning of word by categorizing</p>	
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<p>Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>Given chapter books, short reading stories, reading words, & picture choices, content area vocabulary Kyle will copy/write words and sentences to answer questions or state facts with 80% accuracy for 3 out of 5 probes given every 10 consecutive school days. Baseline: 20% accuracy</p> <p>CC.1.2.8.D Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>Given chapter books, short reading stories, reading words, & picture choices, (Student) will identify main characters, main idea, word grammar (nouns, verbs & adjectives), with 80% accuracy for 3 out of 5 probes given every 10 consecutive school days. Baseline: Main ideas 0% accuracy Grammar 0% accuracy</p>	<p>Applied Academics COACH Uses computer • Understands text has meaning • Reads (decodes) words/phrases • Understands what is read • Uses writing/drawing tools • Writes letters or words • Counts with correspondence • Computes numbers • Uses money • Uses schedule or calendar</p> <p>Reading in Social Studies courses Identify main ideas/central ideas and concepts in U.S. documents of historical or political significance</p> <p>Determine author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence.</p>	<p>Identifies main event in picture/text Identifies next event in picture/text Sequences events Identifies detail in picture/text Identifies facts in narrative/expository text</p>	
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<p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently</p> <p>CC.1.3.8.J Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>IEP goals Given a schedule, picture of tasks, & a timer, (Student) will use the bathrooms within allotted time, perform grooming skills & manage personal belongings & information with 80% accuracy measured every 10 instructional days reported quarterly. Baseline: Obj. 1 - With verbal prompts 8 minutes average Obj. 2 – 0% independent Obj. 3 – 0%</p> <p>IEP goal ex. - Given chapter books, short reading stories, reading words, & picture choices, (Student) will identify main characters, main idea, word grammar (nouns, verbs & adjectives), with 80% accuracy for 3 out of 5 probes given every 10 consecutive school days.</p>	<p>Identify the meaning of a general academic and career-related word/phrase related to a text Read and answer a question using informational material (e.g., schedules, maps, manuals)</p>	<p>ACF Vocabulary >Use common signs & emergency words in context >Use food, cooking, grocery store, and menu words in context >Use employee and employer words in context >Use transition words in context >Use community words in context Comprehension >Read functional text and answer comprehension questions >Independently select and read material at own interest and reading level and answer comprehension questions >Comprehend and summarize text events and activities >State consequences of actions related to daily living >Follow multiple-step written directions >Locate and read a schedule (bus, class, or TV) and answer</p>	
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Baseline: Main ideas 0% accuracy Grammar 0% accuracy		comprehension questions Writing >Sign own name in cursive >Write paragraphs based on experiences or activities >Write a four-sentence paragraph on a given topic >Write personal information on applications and forms >Write a list >Write a phone message >Complete applications and forms >Create a resume and a cover letter	
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