

Course Proposal Brief Descriptions
For 2016-2017

Foundations of Language
TWHS and WKHS

Students engage in an intense study of the structure of words, including syllable patterns, prefixes, roots, suffixes, phonology, and orthographic systems. This course prepares students to develop a higher capacity for applications in word analysis and text comprehension.

Designed for students on an IEP, this intense and daily study of the full of scope and sequence of language patterns helps students reach benchmark levels in phonology and word analysis so that they gain ground in the reading and writing process.

This intense language approach offered in either a one-to-one setting or small group provides students with the complete system of foundational language skills and helps re-inforce the language needs they will need to be successful in other subject areas.

Conceptual Category: Language Intervention	
Domain: Phonics, phonemic awareness, vocabulary, fluency, orthography, and comprehension	
Cluster: Language; Reading: Foundational Skills	Pacing – Sequence of study <ul style="list-style-type: none"> • students will study the closed syllable sounds unit (with up to three sounds), and closed syllables (4-6 sounds). • students will continue to study closed syllable sounds and then move to multi-syllabic sounds. Vowel consonant- e syllable unit is then stressed. • Open syllables • Suffixes and the consonant-LE • Sound options • R controlled syllable • Vowel digraphs/diphthongs • Spelling rules, Latin suffixes • Irregularities of prefixes, suffixes, and roots
Standards Content Statement / Learning Targets: Specific items for the students to learn. <i>Establish an understanding of word structure by presenting multiple examples of words in segmented form.</i> Decoding <ul style="list-style-type: none"> • Independently apply at a proficient level single word decoding skills. • Distinguish long and short vowels when reading regularly spelled one-syllable and multi-syllabic 	Content Elaborations – <i>Details of what the students are to learn of this content.</i> Students engage in an intense study of the structure of the English language, including syllable patterns, prefixes, roots, suffixes, phonology, and orthographic systems. This course prepares students to develop a higher capacity for applications in word analysis and text comprehension.

words.

- Decode words with Latin prefixes and suffixes, and Greek combining forms
- Recognize and read grade-appropriate irregularly spelled words.

Sentence Comprehension

- Apply decoding skills proficiently within sentence context in order to read for meaning

Orthography

- (Prior to spelling) Apply a process for breaking words into parts (sounds, syllables, affixes).
- Identify words with inconsistent but common spelling-sound correspondences.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words

Vocabulary and Comprehension

- Apply decoding skills combined with context clues to read with independence and comprehend more progressively challenging text from various subject areas.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Determine the meaning of words and phrases as they are used in the text, including figurative and

By mastering decoding, sentence and passage comprehension, spelling, vocabulary, and fluency, students develop the necessary skill set to tackle text comprehension at increasing levels of complexity, and attain clarity in advancing written expression.

<p>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).</p> <ul style="list-style-type: none"> ● Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <p>Fluency</p> <ul style="list-style-type: none"> ● Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. 	
<p>Content Vocabulary – orthography phonology morphology phoneme grapheme fluency phrasing prosody Anglo-Saxon layer Greek layer Latin layer vowel vs. consonant voiced vs. unvoiced decode encode syllable short vowel sound vs. long vowel sound blend vs. digraph schwa sound base word</p>	<p>Academic Vocabulary – distinguish evaluate analyze frequency multisensory discern determine compare/contrast reason (verb) justify categorize evidence structure patterns connections origin visualizing background knowledge accuracy expression</p>

<p> suffix closed syllable vowel consonant -e syllable open syllable consonant vowel -e syllable suffix vs. stable final syllable sound options trigraphs root Vowel digraph vs. vowel diphthong Multi-syllabic Chameleon prefix phonetically regular vs. phonetically irregular reading comprehension vs. Listening comprehension narrative text expository text text structure Breve and macron denotative vs. connotative </p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Chart skills weekly assessment ● Weekly dictation ● Oral reading fluency checks ● Student concept explanation weekly assessment 	<p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Post unit tests ● Concept reasoning tests ● Final test for mastery score