

SPECIAL EDUCATION READING  
GRADES 9-10  
(Full Year)

COURSE OVERVIEW:

Special Education Reading is a program designed for students who read below a 7.3 grade level. The class is designed to meet the students' individual needs and advance them to grade level reading comprehension or beyond. Achievement is measured by standardized tests as well as daily classroom performance. Freshmen will remain in the program for two semesters. Students in grade 10 who improve their comprehension skills to an equivalent of 8.5 or above at the end of the semester will exit the program. Students in Special Education Reading may also be placed in the school's regular reading program if they demonstrate a reading comprehension level that will enable them to function appropriately in that program.

UNITS OF INSTRUCTION:

- UNIT I - Study Skills
- UNIT II - Vocabulary
- UNIT III - Word Attack
- UNIT IV - Comprehension
- UNIT V - Short Stories
- UNIT VI - Novels

STUDENT OUTCOMES:

1. Attain a reading comprehension level of 8.5 or higher. (2B)
2. Apply phonetic skills to pronounce unfamiliar words. (1B)
3. Apply study skills techniques learned in Reading to content area classes. (1B, 1C, 4A)
4. Apply a variety of vocabulary strategies while reading various types of materials. (1A)
5. Apply literal and inferential comprehension strategies while reading various materials. (1B, 1C, 2A, 2B)
6. Apply reading strategies in content areas and real-life situations. (1B, 1C)
7. Demonstrate a desire to read for enjoyment.

MAJOR LEARNING EXPERIENCES TO ACHIEVE OUTCOMES:

1.	Demonstrate the ability to take notes, complete a daily planner, prepare for tests, and apply test-taking strategies.
2.	Demonstrate note-taking skills in conjunction with textual reading: locating main ideas, identifying supporting details, and defining vocabulary pertinent to the subject.
3.	Demonstrate an improvement of one grade level or more in the following specific reading skills: main idea, supporting details, vocabulary in context, subject matter, locating relationships, and drawing inferences.
4.	Read and analyze a variety of short stories and novels.
5.	Participate in class discussions and projects.
6.	Complete a variety of computer programs that develop individual reading skills.

ADOPTED TEXT OR PRINCIPAL MATERIALS USED:

Gooman. <i>Building Vocabulary Skills</i> . Townshend Press, 1997.	(adopted 1999)
Coman, <i>How to Improve Your Study Skills</i> . NTC Publishing Company, 1998.	(adopted 1998)
<i>Single Skills</i> . Jamestown Publishing, 1985.	(adopted 1992)
Langan. <i>Ten Steps to Building College Reading Skills</i> . Townshend Press, 1998.	(adopted 1999)
<i>Timed Readings</i> . Jamestown Publishing, 1989.	(adopted 1992)
Various computer software programs, novels, and short stories	

(01/10/04)