

02 Everyday Reading

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **4-6 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language. In the self-contained setting of the course, students will learn essential aspects of the English 9-12 curriculum while exposing students to key elements that provides them with 21st Century Life Skills.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Reading and writing can be used in all parts of life and learn how to read and write for real life situations.

CONTENT AREA STANDARDS

LA.K-12.NJSLSA.L4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- The difference between formal and informal writing and when to use each.
- Where to locate a job application in various forms of media.

Procedural Knowledge

Students will be able to:

- Write in appropriate voice to match the audience that the writing is intended for.
- Complete online job applications in given amount of time.
- Choose appropriately leveled material to read for leisure.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Reading logs, completed work applications, journal writing

Summative Assessments

End of unit assessments

Completed Writing Assignments

RESOURCES (Instructional, Supplemental, Intervention Materials)

<https://www.getepic.com/>

Free job applications can be found at <https://www.teacherspayteachers.com/>

Scholastic Action Magazine

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.