

# 05 Reading for Meaning

Content Area: **Special Education**  
Course(s):  
Time Period: **Full Year**  
Length: **3 weeks/ongoing**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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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**

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- Reading is essential in all aspects of life.

## **CONTENT AREA STANDARDS**

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LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
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## **STUDENT LEARNING TARGETS**

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

### **Declarative Knowledge**

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Students will know:

- What context clues are and how to use them.
- How to locate various types of information in print.

### **Procedural Knowledge**

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Students will be able to:

- Define new vocabulary using context clues.
- Explain why reading is important in everyday life.
- Ask for help appropriately after attempting to work independently.

## **EVIDENCE OF LEARNING**

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

### **Formative Assessments**

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Classroom observations, classwork, teacher made materials

### **Summative Assessments**

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Unit test

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Possible novels:

The One and Only Ivan by Katherine Applegate

The Invention of Hugo Cabret by Brian Selznick

Holes by Louis Sachar

Wonder by RJ Palacio

The Tale of Despereaux by Kate DiCamillo

Because of Winn Dixie by Kate Dicamillo

Charlie and the Chocolate Factory by Roald Dahl

Pigboy by Vicki Grant

Hatchet by Gary Paulsen

Scholastic Action Magazine

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

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

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.