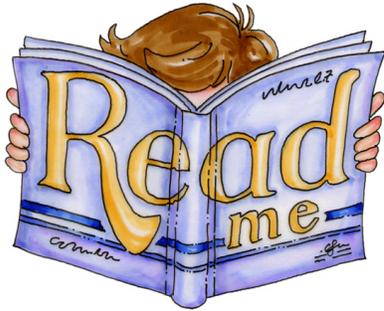


Ms Juliani -Syllabus Special Education-Language/
Writing



* As a teacher, I have high expectations for my students and believe that they need to be encouraged, nurtured, and rewarded for their efforts. Each day I will guide and teach but ultimately I encourage students to take responsibility for their learning. I expect my students to work hard and use their time efficiently.

*Skills will be taught to the children according to their grade and ability level.

If appropriate, the text used in the Avalon Language Arts and Writing classes will be used and modified. This includes the novels that are assigned in these classes.

*If a student requires extra help in other subjects I will be available to assist in completing that test or assignment.

Grade level skills are listed on the following page and will sometimes overlap according to the child's level

- I will be using the Scoot Foresman Reading Street text and Writer's workbook
- All work will be completed within a reasonable time period in class
- I assign no homework- I feel as Special education students I will give them what they need in my class and they have enough of a workload in the other classes that they are responsible for.
- I will use in addition to the text the Orton Gillingham method of teaching spelling and phonics
- I will be using the Wilson Just Words program if your child has scored a certain percentile on the WIST (tests phonetic knowledge, spelling and word recognition.)
- There will usually be a weekly spelling test, a weekly vocabulary test, and a writing assignment due.
- Each child is required to read one AR book per month.

Grade level 1 skills:

Phonemic awareness

Letter names

Consonants :Individual letter sounds, blends
diagraphs

Vowels: Short, Long and r- Controlled.

Blending words and fluent word reading

High Frequency words 1

Oral vocabulary/Concept development

Building fluency

Passage reading and retelling

Write or tell orally simple sentences

Use a variety of grade level web based reading programs

Ed Mark reading program

Grade level 2 skills:

Review letter names, key words and sounds

Phonemic awareness

High frequency words 2

Blending words and fluent word reading

Make lists of words

Write simple sentences

Write sentences from experiences (Social stories)

Use a variety of web based reading programs

Ed Mark reading Program

Grade level 3 skills

Review consonants: Individual letter sounds/blends

Vowels: Identify short and long vowels

High frequency words 3

Blending words and fluent reading

Decoding multisyllabic words

Phonics: vowels

Concept vocabulary

Building fluency

Passage reading and summarizing

Set a purpose for reading check verify or change predictions

Develop or use graphic organizers to build on experiences and extend learning
Write simple sentences with descriptive words (adjectives)
Write a descriptive piece such as a description of a person, place or object
Write a narrative piece based on personal experiences
Use Standard English Conventions that are developmentally appropriate to the grade level: sentences, punctuation, capitalization and spelling
Use grade appropriate knowledge of nouns, verbs, subjects, and parts of speech
Use a variety of web based reading programs
Ed Mark reading program

Grade level 4 skills

Review Consonants: Individual letter sounds, blends
Vowels identify short and long vowels
Decode regular words with long and short vowels
Many high frequency words
Decoding multisyllabic words
Phonics less frequent vowel patterns
Building fluency
Passage reading and summarizing
Infer specific word meanings in the context of reading passages
Use grade appropriate dictionary to define unknown words
Cite evidence from text to support conclusions
Follow simple multi-steps in written instructions

Recognize differences among forms of literature
poetry, drama, fiction, and non-fiction
Recognize the difference between complete
sentences and sentence fragments
Use capitals letters correctly in sentences Use correct
punctuation in sentences Use commas and quotation
marks
Write informal reports across the curriculum, include
facts and details draw from more than one source
Ed Mark reading program
Use a variety of web based reading programs

Grade level 5

Review Consonants: Individual letter-sounds, blends
Vowels short and long (CVCe) and identify
Decode regular words with long and short vowels
Many high frequency words
Decoding Multisyllabic words
Phonics: less frequent vowel patterns
Concept vocabulary
Passage reading and summarizing
Distinguish between major and minor details
Summarize by making a chart/Graphic organizer
Review and edit work for spelling, clarity,
organization
Write sentences of varying length and complexity,
using specific nouns, verbs, and descriptive words
Begin writing simple paragraphs independently
Ed Mark reading program
Use a variety of web based and school purchased
reading programs
Word processor and g mail applications for writing

Vocabulary Workshop text may be used according to level of understanding for student

Grade level 6

Continue to review and practice any Phonetic or spelling patterns pertinent to child's individual difficulty

Continue to review sentence structure

Identify genre by their distinctive elements

Recognize and understand historical and cultural biases and different points of view

Draw conclusions from information gathered from multiple sources

Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions

Write informational compositions of several paragraphs that engage the interest of the reader, state a clear purpose, develop the topic, and conclude with detailed summary.

Make decisions about the use of precise language, including adjectives, adverbs, verbs, and specific details, and justify choices made.

Review and edit work to spelling, usage, clarity, organization, and fluency.

Write for different purposes (express ideas, inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences (e.g. self, peers, community)

Write narratives establishing a plot of conflict, setting, characters, point of view, and resolution
Use the narrative techniques (e.g. dialogue, specific actions of characters, sensory description, and expression of thoughts and feelings of characters
Use a variety of web based and school purchases reading programs for computer
Use of word processor and g mail
Vocabulary Workshop text may be used according to the level of understanding of the student

Grade 7

Continue to review and practice any Phonetic or spelling patterns pertinent to child's individual difficulty
Continue to review sentence structure
Continue to develop paragraph writing
Develop an extended vocabulary through both listening and independent reading
Clarify word meanings through the use of a word's definition, example, restatement, or contrast.
Clarify pronunciations, meanings, alternate word choice, parts of speech and etymology of words using the dictionary, thesaurus, glossary, and technology resources.
Analyze ideas and recurring themes found in texts, such as bravery, loyalty, friendship, and loneliness.
Demonstrate the use of everyday texts (e.g. train schedules, directions, brochures) and make judgments about the importance of such documents

Compose, revise, edit and publish writing using appropriate word processing software
State a position clearly in a persuasive essay by stating the issue, giving facts, examples, and details to support the position, and citing resources when appropriate
Use a variety of web based reading programs and school purchased programs
Use the word processor and g mail
Vocabulary workshop text may be used according to the level of the student

Grade 8

At this point could still be using any or all of the previous programs not limited to ED Mark reading program, Scott Foresman text and writer's notebook, Orton Gillingham method of phonics or Wilson just words program

Develop and refine an extended vocabulary through listening and exposure to a variety of texts and independent reading

Locate and analyze the elements of setting, characterization, and plot to construct understanding of how characters influence the progression and resolution of the plot

Write a range of essays including persuasive, speculative (picture prompt), descriptive personal, or issue based.

Use standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.

Use a variety of web based computer programs

Use computer applications for research

Use computer as word processor and g mail

Vocabulary Workshop may be used according to the level of the student

Grading Policy- Point based/ all grades are equal value, some assignments will not be graded but may be posted as ungraded assignments.

92+=A

83+=B

75+=C

66+=D

0+=F

All projects, tests and quizzes will be graded weekly/ posted on the website.

The rules in our classroom are simple:

1. Be Punctual
2. Follow directions
3. Have a Positive attitude
4. Respect the property of others
5. Respect the personal space of others
6. Respect each other
7. Use courteous language

The educational program for each of the students in my classroom is IEP driven.

*This syllabus is subject to change
I am available for consultation any
period I am free during the day or after
school, please call me at your earliest
convenience*

I look forward to working with your child.

*Submitted by: Ms. D Juliani
Special Education Teacher
Avalon School*

