

**English for the Students with Multiple Disabilities**  
**(NEW JERSEY CORE STANDARDS for LANGUAGE ARTS LITERACY)**  
**August 15, 2003**

**COURSE DESCRIPTION:**

This English course is designed for students who are experiencing significant learning challenges and are in need of small group and individualized instruction. The learning challenges of the students necessitate a course of study, which departs from and replaces the curriculum of Hopatcong High School English courses in the regular education.

In accordance with the New Jersey Core Curriculum Content Standards for Language Arts Literacy, the English curriculum for this course aims to enable students to acquire the listening, speaking, reading and writing skills necessary to participate fully in the context of daily routines and the application of these skills in a variety of real life experiences and settings.

**CORE CURRICULUM CONTENT STANDARDS:**

Standard 3.1 (Reading) All students will understand and apply knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

**WORKPLACE READINESS STANDARDS:** (Please see curriculum guide for Career Skills Course)

**CUMULATIVE PROGRESS INDICATORS:**

I. Reading

A. Concepts about Print

1. Practice reading print in the environment at school and at home with assistance.
2. Use titles, tables of contents, and chapter heading to locate information
3. Develop knowledge about various print format, including newspaper, magazine, books and reference books.

B. Phonological Awareness

1. Demonstrate understanding of sound-symbol relationships
2. Merge spoken segments into a word
3. Add, delete, or change sounds to change words.

C. Decoding and Word Recognition

1. Decode regular one-syllable words and nonsense words
2. Use sound-letter correspondence knowledge to sound out unknown words when reading text.
3. Recognize high frequency words in and out of context
4. Decode unknown word using basic phonetic analysis
5. Decode multi-syllable words and parts of words

6. Know sounds for a range of prefixes and suffixes
7. Use letter-sound knowledge and structural analysis to decode words.

#### D. Fluency

1. Listen and respond attentively to text
2. Read text with fluency at instructional level
3. Adjust reading speed appropriately for different purposes

#### E. Reading Strategies (before, during, after reading)

1. Use prior knowledge to make sense of text
2. Use graphic organizers to build on experiences and extend learning.
3. Use knowledge of word meaning and language structure and sound-symbol relationships to check understanding when reading.
4. Monitor understanding by setting a purpose for reading asking essential questions, and relating new learning to background experiences.

#### F. Vocabulary

1. Read 300 high frequency sight words and phonetically regular words.
2. Identify, use and explain common antonyms, synonyms, homophones and homographs.
3. Develop and extended vocabulary through both listening and reading.
4. Use knowledge of root words to understand new words.

#### G. Comprehension Skills

1. Draw simple conclusions from information gathered from pictures, print and people.
2. Sequence information learned from text
3. Read regularly in independent materials.
4. Demonstrate ability to recall facts and details of text
5. Respond to text by using how, why and what-if questions.

#### H. Inquiry and Research

1. Ask and explore questions related to a topic of interest
2. Draw conclusions from information and data gathered.
3. Locate information using alphabetical order.
- 4.

Standard 3.2 (Writing) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

## II. Writing

### A. Writing as a Process

1. Generate and share ideas and experiences for a story
2. Write own first name and last name.
3. Participate in a group writing activities such as experience stories, interactive writing and shared writing.
4. Use simple sentences to convey ideas.
5. Use everyday written words in appropriate written context
6. Participate with peers to comment on and react to each other's writing.
7. Use graphic organizers to assist with planning writing

- B. Writing as a Product
  - 1. Write nonfiction pieces, such as letters, procedures, biographies, or simple descriptions and reports.
  - 2. Organize favorite work samples in a writing portfolio
- C. Mechanics, Spelling and Handwriting
  - 1. Apply basic rules of punctuation and capitalization
  - 2. Write legibly
  - 3. Use correct spelling for phonetically regular words and sight words.
- D. Writing Forms, Audiences, and Purposes
  - 1. Create written texts for others to read.
  - 2. Generate ideas and write on topics in forms appropriate for other subject areas.
  - 3. Use writing as a tool for learning (self-discovery, reflection)
  - 4. Use reading and technology to support writing.

Standard 3.3 (Speaking) All students will speak in clear, concise, organized language that varies in context and form for different audiences and purposes.

### III. Speaking

- A. Discussion
  - 1. Share experiences and express ideas.
  - 2. Participate in conversations with peers and adults.
  - 3. Stay focused on a topic and ask relevant questions.
  - 4. Take turns without dominating
  - 5. Accept other's opinions and respond appropriately.
- B. Questioning and Contributing
  - 1. Share in conversation with others.
  - 2. Use oral language to extend learning.
  - 3. Ask for explanation to clarify meaning.
  - 4. Solve a problem or understand a task, through group cooperation.
  - 5. Talk with others to identify and explore problems.
- C. Word Choice
  - 1. Use language to describe feelings, people, object, and events.
  - 2. Attempt to use new vocabulary
  - 3. Use descriptive words to clarify and extend ideas.
  - 5. Adapt language to persuade, explain, or seek information.
- D. Oral Presentation
  - 1. Use clear, precise and organized language that reflects the conventions of spoken English.
  - 2. Acknowledge a speaker through eye contact and use appropriate verbal responses and questions to clarify the speaker's message.

Standard 3.4 (Listening) All students will listen actively to information from a variety of sources in a variety of situations.

### IV. Listening

- A. Active Listening
  - 1. Listen and respond appropriately to directions.

2. Listen and contribute to class discussions, connect messages heard to prior knowledge and experiences and exchange information through verbal and non-verbal messages.
  3. Give appropriate feedback to a variety of speakers
- B. Listening Comprehension
1. Follow simple oral directions
  2. Develop listening strategies to understand what is heard.
  3. Ask pertinent questions

Standard 3.5 (Viewing and Media Literacy) All students will access, view, evaluate and respond to print, non-print, and electronic texts and resources.

V. Viewing

A. Construct Meaning

1. Retell the story from a favorite media program
2. Distinguish between pretend and real in the media
3. Classify television programs and other works according to genre

B. Visual and Verbal Messages

1. Interpret messages in simple advertisement.
2. Uses basic reading skills to judge media products
3. Understand that creators of both print media and electronic media have a purpose and target audience for their work.
4. Interpret verbal and nonverbal messages reflected in personal interactions with others.

C. Living With Media

- Understand television video games, music and motion pictures rating as measurements of content appropriateness.

**SUGGESTED ACTIVITIES THAT ADDRESS THESE STANDARDS MAY INCLUDE BUT ARE NOT LIMITED TO:**

**Standard 3.1 (Reading)** All students will understand and apply knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.

- Students will regularly read schedules, calendars, appointment books, phone books, directories, menus, applications, forms, newspapers, magazines and e-text to gather information.
- Students will learn and apply specific reading strategies to extract meaning from fiction and nonfiction literature (such as Direct Reading and Thinking and the Before, During and After Reading Strategies).
- Students will expand their use of vocabulary through daily activities which pre-teach vocabulary using context clues and word structure. Vocabulary will be reinforced through word games, oral reading and discussion.

**Standard 3.2 (Writing)** All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

- Students will daily and weekly produce written products such as lists, messages, forms, letters, journal entries
- Students will revise written products for quality and clarity.
- Students will use variety of technology to produce, revise and publish written products.

**Standard 3.3 (Speaking)** All students will speak in clear, concise, organized language that varies in context and form for different audiences and purposes.

- Students will daily engage in appropriate conversation with peers and adults in the school, home and community.
- Students will orally communicate daily direct, specific and appropriate personal needs.
- Students will participate in classroom discussions on a wide variety of the literature read through classroom activities.

**Standard 3.4 (Listening)** All students will listen actively to information from a variety of sources in a variety of situations.

- Student will employ the use of appropriate active listening strategies demonstrating their knowledge of body language and non-verbal gestures (such as eye contact, nodding, facial expressions, shrugs and clapping).
- Students will use self-advocacy strategies to insure understanding of an orally presented message

**Standard 3.5 (Viewing and Media Literacy)** All students will access, view, evaluate and respond to print non-print, and electronic texts and resources.

- Students will be viewing a variety of media and through role- play, discussion and reflection activities such as written and scribed journals will respond to the meaning and intent of material viewed.

#### **INSTRUCTIONAL STRATEGIES:**

Direct individualized and small group instruction for teaching of basic literacy skills.

Multi - sensory reading instruction

Strategy based listening, speaking, reading and writing instruction

Review, repetition of literacy skills leading to mastery

Directly teach the sub-steps of the skill, model steps of skill, role-play and, or rehearse skill, transfer skill to real-life applications and settings.

Cooperative group learning tasks

Structured and scaffold class discussion

#### **EVALUATION/ASSESSMENT OF STUDENTS:**

- **Portfolio Assessment**
- Pre and Post-test of specific skills (criterion referenced)
- Inventories
- Structured observations
- Demonstration of target skills
  - Tests and quizzes

#### **EVALUATION/ASSESSMENT OF CURRICULUM:**

**This course of study will be evaluated/assessed by instructional staff during the first year of implementation for the purpose of necessary revision at the end of the first year. In addition, this course of study will be reviewed according to the Five-Year Curriculum Review schedule (see attached).**

#### **RESOURCES/BIBLIOGRAPHY:**

Brolin, D. E. (1989) Life Centered Career Education: A competency Based Approach (3<sup>rd</sup> ed.). Reston, VA: The Council for Exceptional Children.

Bender, Michael (1996) A Functional Curriculum for Teaching Students with Disabilities (3<sup>rd</sup> ed.) Austin, TX: PRO-ED.

Dever, Richard B.; Knapczyk, Dennis (1997) Teaching Persons with Mental Retardation: A Model for Curriculum Development and Teaching. Madison WI: Brown and Benchmark Publishers.