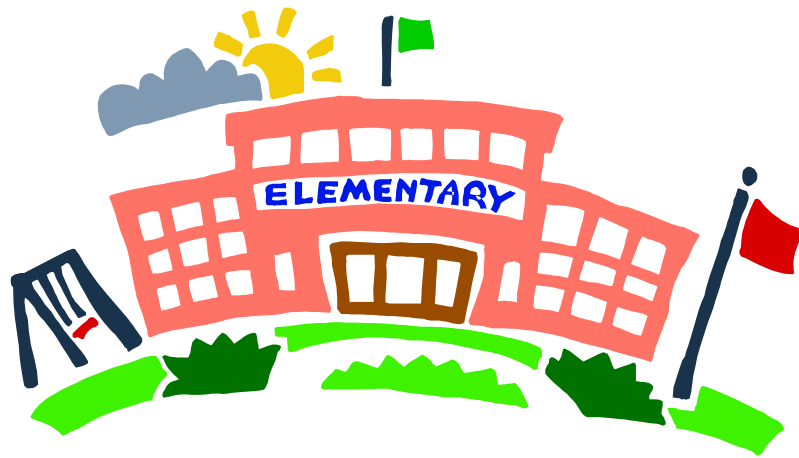


WillowWood School
Curriculum Outline 2009-2010

MUNIRA'S GRADE FIVE CURRICULUM



WillowWood School
Curriculum Outline 2009-2010



Philosophy

At WillowWood School we believe that we are responsible for developing a range of instructional strategies based on sound learning theory. We recognize the need to address different student needs and to bring enthusiasm and a variety of teaching approaches to the classroom. We understand the importance of perseverance and we make every reasonable attempt to ensure that sound learning occurs for every student. We try to instill in every student the understanding that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that our programme can foster.

Expectations: WillowWood is visited by an Inspector of Education biannually. The purpose of these visits is to ensure that we maintain our high standard of education and at the same time achieve the objectives that have been prescribed by the Ministry of Education. These objectives have been reviewed and are now known as 'Expectations.' Our lessons are planned with these expectations in mind. The classroom teacher chooses a theme that serves as a vehicle to reach the planned expectations. These themes provide an integrated approach to teaching Language Arts, Social Studies, Science, French, The Arts, Computer, Physical Education and Mathematics.

ADDITIONAL PROGRAMMES

At Willowwood we recognize that not all students learn in the same way. We pride ourselves in offering individualized programme delivery to meet the specific needs of our students within a fully integrated classroom. Some students require intervention, others do not. When a student requires more intensive intervention, enrichment or remediation, we implement certain programmes that facilitate the learning process for them. When students receive such programming, it is indicated with the words 'modified' or 'enriched' beside their grade placement, for example: Grade 3 Modified. Modifications include:

- 1) Access to specialty programmes: a) Lexia Reading Programme; b) Direct Instruction; c) Reasoning and Writing Skills Programme; d) Remediation Plus; e) Barton Reading Programme; f) WillowWood's Academic Support Programme;
- 2) 2) In-class modifications: focus on visual learning, focus on auditory learning, reteaching and over learning of concepts, use of computer for language processing, scribing, use of voice-recognition technology, repetition of instructions, homework website monitoring, assignment modification for complexity, evaluation and length, preferred seating, time extensions, alternative assignments, oral backups for tests, rewriting of tests and time extensions.
- 3) Enrichment: enriched pod placement; alternative assignments, and assignments enriched for complexity.

READING 5

Texts and Programmes:

Reading Mastery 5a, 5b

Lexia

Novel Studies: The Twits by Roald Dahl, Danny the Champion of the World by Roald Dahl, Hannah's Suitcase by Karen Levine

Direct Instruction: Reading Comprehension (Additional programme)

Our Reading programme includes the following areas: Reasoning and Critical Thinking, Understanding of Form and Style, Language Structures and Vocabulary.

OVERALL EXPECTATIONS

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

SPECIFIC EXPECTATIONS

- 1.1 read a variety of texts from diverse cultures, including literary texts
- 1.2 identify a variety of purposes for reading and choose materials appropriate for those purposes
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand
- 1.4 demonstrate understanding of a variety of texts, summarize important ideas & cite supporting details
- 1.5 use stated and implied ideas in texts to make inferences and construct meaning
- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 1.7 analyse texts and explain how various elements in them contribute to meaning
- 1.8 make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views
- 1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives
- 2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories
- 2.2 identify a variety of organizational patterns in a range of texts and explain how they help readers understand the texts
- 2.3 identify a variety of text features and explain how they help readers understand texts
- 2.4 identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning
- 3.1 automatically read and understand most words in common use
- 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues
- 4.1 identify the strategies they found most helpful before, during, and after reading and explain how they can use these and other strategies to improve as readers
- 4.2 explain how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

WRITING 5

Texts and Programmes:

Spelling Mastery C-E

Language Power

Handwriting Without Tears

Kidspiration

Direct Instruction: Reading and Writing Skills; Reading Comprehension

Our Language Arts programme includes several skills areas, which are: Grammar, Punctuation, Spelling, Word use, Vocabulary and Visual Presentation.

OVERALL EXPECTATIONS

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

SPECIFIC EXPECTATIONS

- 1.1 identify the topic, purpose, and audience for a variety of writing forms
- 1.2 generate ideas about a potential topic and identify those most appropriate for the purpose
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources
- 1.4 sort and classify ideas and information for their writing in a variety of ways
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop several linked paragraphs, using a variety of strategies
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary
- 2.1 write longer and more complex texts using a variety of forms
- 2.2 establish an appropriate voice in their writing, with a focus on modifying language and tone to suit different circumstances or audiences
- 2.3 use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes or personification; comparative adverbs: more slowly)
- 2.4 vary sentence types and structures, with a focus on using conjunctions to connect ideas, and pronouns to make links within and between sentences
- 2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
- 2.7 make revisions to improve the content, clarity, and interest of their written work
- 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
- 3.1 spell familiar words
- 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.3 confirm spellings and word meanings using a variety of resources appropriate for the purpose
- 3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses; quotation marks for direct speech; and the placement of commas, question marks, and exclamation marks inside quotation marks in direct speech
- 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns collective nouns adjectives, including comparative adjectives; the helping verb have; adverbs modifying verbs (comparative adverbs
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher

- 3.7 use a range of appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout
- 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
- 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
- 4.2 describe, with prompting by the teacher, how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
- 4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

MEDIA LITERACY 5

OVERALL EXPECTATIONS

- 1. demonstrate an understanding of a variety of media texts;
- 2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

SPECIFIC EXPECTATIONS

- 1.1 identify the purpose and audience for a variety of media texts
- 1.2 use overt and implied messages to draw inferences and construct meaning in media texts
- 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
- 1.4 explain why different audiences might respond differently to the same media text
- 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view
- 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded
- 2.1 describe in detail the main elements of some media forms
- 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning and influence or engage the audience
- 3.1 describe in detail the topic, purpose, and audience for media texts they plan to create
- 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create, and explain why it is an appropriate
- 3.3 identify conventions appropriate to the form chosen for a media text they plan to create, and explain how they will use the techniques to help communicate their message
- 3.4 produce a variety of media texts for specific purposes and audiences
- 4.1 identify, with some support and direction, what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers
- 4.2 explain, with some support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

ORAL COMMUNICATION 5

Oral and Visual communication are developed through learning to articulate ideas confidently and clearly. The programme includes the follow skill areas: Use of words and oral language structures, non-verbal communication skills, and media communication skills. Students learn to:

OVERALL EXPECTATIONS

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

SPECIFIC EXPECTATIONS

- 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals related to specific listening tasks
- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups
- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
- 1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details
- 1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts
- 1.7 analyse oral texts and explain how specific elements in them contribute to meaning
- 1.8 identify the point of view presented in oral texts and ask questions to identify missing or possible alternative points of view
- 1.9 identify a range of presentation strategies and analyse their effect on the audience
- 2.1 identify a variety of purposes for speaking
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large- group discussions
- 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form
- 2.4 use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory language, and stylistic devices suited to the purpose, to communicate their meaning accurately and engage the interest of their audience
- 2.5 identify some vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them
- 2.6 identify a variety of non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their
- 2.7 use a variety of appropriate visual aids
- 3.1 identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
- 3.2 identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

MATHEMATICS 5

Text and Program:

Everyday Math Reference book 5
Everyday Math Journal 1 and 2
Everyday Math Home Link 5
Complementary resource materials

NUMBER SENSE AND NUMERATION

Recognize and read numbers from 0.01 to 100 000
Read and write whole numbers to 100 000 in standard, expanded and written forms;
Count by 11's and 12's to 144;
Order fractions on a number line;
Compare, order, represent place value of whole no. & decimals from 0.01 to 100 000;

Mentally multiply decimal numbers by 10 and 100;
Mentally divide decimal numbers by 10;
Relate division to fractions (e.g., 16 divided by 3 is $5\frac{1}{3}$);
Explain processes and solutions with whole numbers and decimals;
Identify and investigate the use of number in various careers;
Identify and interpret the use of numbers in the media;
Represent and compare mixed numbers and proper and improper fractions with simple denominators (e.g., 2 and 4) ;
Investigate patterns involving fractions using concrete materials;
Demonstrate the equivalence of proper fractions using concrete materials, symbols;
Relate a fraction with a denominator of 10 or 100 to a decimal using concrete materials, drawings, and symbols;
Explore the relationships between fractions and decimals using a calculator, concrete materials, and drawings;
Read and write decimal numbers to hundredths;
Demonstrate the equivalence of decimals using concrete materials;
Multiply & divide numbers using concrete materials, drawings, and symbols);
Recall multiplication and division facts to 144;
Use mental computation strategies to solve number problems
Add and subtract decimal numbers to hundredths using concrete materials;
Multiply and divide decimal numbers to hundredths by a one-digit whole number;
Select operations and solve two-step problems involving whole numbers and decimals with and without a calculator;
Pose problems involving whole numbers and decimals and solve them;
Explain their thinking when solving problems with whole numbers, fractions, decimals;
Use and explain estimation strategies and justify the choice of strategies.

MEASUREMENT

Use prefixes in the metric system correctly;
Draw items using a wide variety of SI units of length
Select the most appropriate standard unit to measure linear dimensions;
Determine the relationship between linear units (e.g., centimetre to metre);
Estimate long lengths using non-standard units
Investigate measures of circumference using concrete materials
Estimate and measure time intervals to the nearest second;
Read and write dates and times using SI notation
Read an analog clock to the nearest sec. & write the time to the nearest min;
Estimate the amount of money in collections of coins and bills to \$1000;
Read and write money values to \$1000;
Make purchases of and change for items up to \$100;
Identify the relationship between the movement of objects and speed
Develop rules for calculating the perimeter and area of rectangles;
Estimate and calculate the perimeter and area of rectangles and squares;
Explain the rules used in calculating the perimeter/area of rectangles, squares;
Estimate the area of irregular polygons and measure the area;
Develop methods of using grid paper to track and measure the perimeter and area of polygons and irregular two-dimensional shapes;
Measure containers by volume using standard units: cubic centimetres;
Determine the relationship between capacity;
Relate the volume of an irregular three-dimensional figure to its;
Describe the relationship between millilitres and cubic centimetres;
Determine the relationship between kilograms and metric tonnes;
Select the most appropriate standard unit to measure mass

GEOMETRY AND SPATIAL SENSE

Identify nets for a variety of polyhedra;

Construct nets of cubes and pyramids using a variety of materials;
Sketch the faces that make up a three-dimensional figures;
Construct a figure with interlocking cubes that matches a picture of the figure;
Sort polygons according to the number of sides, angles, and vertices;
Classify two-dimensional shapes according to angle and side properties;
Demonstrate an understanding of congruent figures;
Measure and construct angles using a protractor;
Construct triangles given specific measures of angles and sides;
Demonstrate congruence of figures using paper folding, reflections in a transparent mirror (Mira), and various computer applications;
Use a computer application to explore and extend geometric concepts;
Use math language to describe geometric ideas;
Recognize and explain the occurrence and application of geometric properties and principles in the everyday world;
Describe the effect of a translation, reflection, and rotation;
Apply translations, reflections, and rotations to pose and solve problems;
Explore tiling patterns that cover a plane;
Construct two-dimensional shapes with one line of symmetry;
Demonstrate an understanding of coordinate systems on maps and grids.

PATTERNING AND ALGEBRA

Recognize the relationship between the position of a number and its value;
Identify, extend, and create patterns that identify changes in terms of two variables;
Describe patterns encountered in any context;
Identify and extend patterns to solve problems in meaningful contexts;
Use a calculator and computer applications to explore patterns
Pose and solve problems by applying a patterning strategy;
Analyse number patterns and state the rule for any relationships;
Discuss and defend the choice of a pattern rule;
Given a rule expressed in informal mathematical language, extend a pattern;
Use patterns in a table of values to make predictions;
Determine the value of a missing factor in equations involving multiplication, with and without the use of calculator.

DATA MANAGEMENT AND PROBABILITY

Design surveys, collect data, record results on spreadsheets or tally charts;
Analyse how data were collected and discuss the results; display data on graphs
Explain the choice of intervals used to construct a bar graph;
Calculate the mean and the mode of a set of data;
Recognize that graphs, tables, charts can present data with accuracy or bias;
Construct labelled graphs both by hand and by using computer applications;
Evaluate data presented on tables, charts, and graphs and discuss;
Connect real-life statements with probability concepts;
Predict probability in simple experiments and use fractions to describe probability;
Use tree diagrams to record the results of simple probability experiments;
Use a knowledge of probability to pose and solve simple problems

SCIENCE AND TECHNOLOGY 5

Text:

Teacher assembled units on:

The Human Organ Systems, Forces acting on Structures, Properties of and Changes in Matter, and Conservation of Energy and Resources

By the end of Grade 5, students will:

demonstrate an understanding of the structure and function of the respiratory, circulatory, digestive, excretory, and nervous systems, and the interactions of organs within each system;

investigate the structure and function of the major organs of the respiratory, circulatory, digestive, excretory, and nervous systems;

demonstrate understanding of factors that contribute to good health

demonstrate an understanding of 3 states of matter & changes in state;

investigate common changes of state (e.g., melting, freezing, condensing, evaporating) and make informed choices about materials when finding solutions to problems in designing and constructing objects;

identify the properties that make different materials useful in everyday products and discuss the environmental impact of their use.

demonstrate an understanding of the importance of conservation of energy in relation to the wise use of renewable and non-renewable energy sources;

design and construct devices that use a form of energy to meet a specific need or want, and how the energy is transferred to a specified output;

evaluate the reasons for conserving natural resources and identify possible ways of conserving energy.

demonstrate an understanding of the effect of forces acting on different structures and mechanisms;

design and make load-bearing structures and different mechanisms, and investigate the forces acting on them;

evaluate the design of systems that include structures and mechanisms, and identify modifications to improve their effectiveness.

understand the major climatic factors and patterns associated with weather;

investigate the major climatic factors associated with weather, design, test construct a variety of instruments for recording features of the weather;

examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions.

SOCIAL STUDIES 5

Text:

Discovering Early Civilizations

Discovering Canada's Government

Heritage and Citizenship: Grade 5 – Early Civilizations

By the end of Grade 5, students will:

identify ways in which the natural environment shaped the cultures of various early civilizations;

identify physical and social needs of people in early civilizations and compare the ways in which these needs were met;

describe how the knowledge developed by early civilizations has affected modern society.

Canada and World Connections: Grade 5 – Aspects of Government in Canada

describe the functions and interactions of different levels of government in Canada;

identify and describe the electoral process;

describe how immigrants become Canadian citizens

FRENCH GRADES 5

Text: French Express Intro
French Express Workbook

Oral Communication

By the end of Grade 5, students will:

- follow and give basic classroom instructions;
- ask simple questions, and ask for repetition to clarify understanding;
- use visual and verbal cues to understand and convey the meaning of familiar material;
- use some conventions of oral language (e.g., pronunciation, intonation) to speak and to understand in familiar contexts;
- respond to oral texts, using simple but complete sentences (e.g., *Il ya un cahier sur la table*);
- give an oral presentation of five to ten sentences in length;
- make simple revisions to oral language in form and content.

Reading

By the end of Grade 5, students will:

- read at least nine simple passages or stories (e.g., poems, advertisements);
- read aloud with expression, using correct pronunciation and intonation;
- read and respond briefly to written materials by answering short questions or restating information;
- use various reading strategies to determine meaning and make sense of unfamiliar words (e.g., visual and verbal cues).

Writing

By the end of Grade 5, students will:

- write simple phrases, short sentences, and questions;
- write, using a model, a first draft and corrected version in guided and cooperative writing tasks;

use and spell the vocabulary appropriate for this grade level.

HEALTH AND PHYSICAL EDUCATION 5

The Physical Education programme is divided into the following strands: Locomotion and Traveling Skills; Manipulation Skills; Stability Skills; Health and Nutrition. Students learn to:

Explain the purpose and function of calories and the major food nutrients;
Identify critical content information on food labels;
Describe the influence of the media on body image;
Explain how changes in our bodies sometimes affect our eating habits;
Identify strategies to deal positively with stress and pressures that result from relationships with family and friends;
Identify factors that enhance healthy relationships;
Describe the secondary physical changes at puberty
Describe the processes of menstruation and spermatogenesis;
Describe the increasing importance of personal hygiene following puberty
Explain how people's actions affect the feelings of others;
Apply strategies to deal with personal safety and injury prevention situations;
Describe the short- and long-term effects of alcohol use and abuse;
Apply decision-making skills to make healthy choices about alcohol use;
Demonstrate resistance techniques and assertiveness skills to deal with peer pressure in situations pertaining to substance use and abuse;
Catch, while moving, objects of various sizes and shapes using 1 or 2 hands;
Use a piece of equipment to send and receive an object to a partner or a target;
Stick-handle an object while moving in different directions and at different speeds, alone or with a partner;
Hit a ball with various parts of the body;
Perform a sequence of movements (e.g. rolling, balancing);
Perform rotations, both single rolls and rolls in sequence, in a variety of directions on mats;
Transfer body weight in a variety of ways, using changes in direction & speed;
Dismount safely from equipment;
Perform a combination of locomotion/ raveling movements, incorporating a variety of speeds, in relationship to objects or others (e.g., square dancing, dodging or faking to escape or deceive an opponent);

DRAMA AND DANCE 5

By the end of Grade 5 students will:

- a) Apply the creative process to the composition of movement sequence and short dance pieces, using the elements of dance to communicate feelings and ideas;
- b) Develop drama works, using the elements and conventions of drama to communicate feelings, ideas and stories;

- c) Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of drama and dance pieces and experiences;
- d) Demonstrate an understanding of a variety of drama, theatre works and dance forms, traditions, and styles from the past and present, and their sociocultural and historical contexts.

VISUAL ARTS 5

By the end of Grade 5 students will:

- a) Apply the creative process to produce a variety of 2- and 3- Dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas and understandings;
- b) Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- c) Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their sociocultural and historical contexts.
- d)

MUSIC 5

In Grade 5 the students are introduced to the ColorKeys method of learning to play music. This state-of-the-art, easy-to-use program teaches students practical skills in a fun way. Jamie, the ColorKeys instructor guides the students through the lessons. Students will review and learn about the basic musical concepts of beat, rhythm, pitch, tempo, timbre and dynamics. Students learn to use some basic musical vocabulary and terminology so that they can communicate their responses to different types and styles of music. They learn more about the musical staff, the treble clef and lines and spaces that represent particular pitches (i.e. building upon their ability to read standard musical notation). They will play tunes on their keyboards as well as sing.

By the end of Grade five students will be able to:

Demonstrate an understanding of the basic elements of music specified for this grade through listening to, performing, and creating music;
Create and perform music, using a variety of sound sources;
Use correctly the musical terminology associated specified for this grade;
Read simple musical notation;
Identify and perform music from various cultures and historical periods;
Communicate their response to music in ways appropriate for this grade (e.g., through language, visual arts, drama, creative movement).

ADDITIONAL SUPPORT PROGRAMS

The Corrective Reading-Comprehension Program is one of the Direct Instruction Programs offered at WillowWood. This program is a highly structured program that is designed for students who are operating at a reading level, which is at least one or two years behind grade level. It focuses on:

- Developing informative and reasoning skills
- Vocabulary expansion
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Organization of information
- Developing written expression

The Reasoning and Writing Program is another Direct Instruction Program that is part of our support programming. It focuses on:

- Providing an awareness of logical connections and narrative structures
- Introducing the writing process – drafting, revising and editing
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Assisting in reading comprehension
- Expanding elements of writing style
- Expanding vocabulary and sentence structure
- Recognizing inconsistencies in writing

Lexia is a visually-based computer program that focuses on the development of phonemic skills. It is a highly structured program, and it is based on cumulative skill development. The program offers a variety of reading activities that foster an understanding of basic decoding skills such as: blends, syllables, and word patterns. Lexia is designed for students who are reading at least one or two years below expected grade level.

Remediation Plus is a multisensory, systematic phonics program that has been designed to help students who are experiencing difficulty learning to spell and read accurately, or who have dyslexia and/or language learning disabilities. The program is divided into detailed, comprehensive lessons that focus on specific phonic sounds. Students are taught phonological awareness, phoneme-grapheme correspondence, syllable instruction and morphology through systematic and cumulative instruction.

Assistive Technology Program

WillowWood's Software Strategies Program is available to students at all grade levels. It introduces students to two specific word prediction and speech recognition programs: Word-Q and Speak-Q. Students are instructed in the use of these programs and learn to become more proficient in transferring their ideas into writing; Word-Q and Speak-Q are both compatible with Inspiration and Kidspiration, which are programs currently in use at WillowWood. They serve to assist students in planning and organizing their thoughts and writing. ReadPlease, another of the programs offered in the Assistive Technology Program, serves to help students who experience difficulty in decoding complicated texts by reading any text aloud. It empowers students become more independent workers and writers.