

READING STRATEGIES: COURSE OVERVIEW

Mrs. Rosenthal & Mrs. Watson

“We read to know we are not alone.”-C.S. Lewis

INTRODUCTION:

The goal of Reading Strategies is to strengthen reading skills for secondary students who otherwise would struggle with the demands of the secondary curriculum. Reading Strategies focuses on comprehension skills but also targets vocabulary development and fluency in both fiction and nonfiction texts. The course is designed specifically for high school students who are reading below grade level.

AREAS OF STUDY:

Based on a comprehensive analysis of research on reading, Reading Strategies combines multiple strategies and practices into a structure for reading instruction.

The course incorporates several strands:

1. Extensive independent reading at students’ recreational reading level;
2. Vocabulary development at both age-appropriate and recreational reading levels;
3. Comprehension instruction for both lower- and higher- order comprehension tasks in fiction and nonfiction materials;
4. Fluency instruction and monitoring; and
5. Writing as an assist to comprehension.

MATERIALS NEEDED:

You are expected to bring the following with you to class **every day**:

1. Charged student laptop
2. A spiral notebook
3. A black or blue ink pen and #2 pencil
4. Independent reading book
5. Any supplemental handouts

GRADING: GHS’s standard grading scale

GRADE	%	% IN DECIMAL	QUALITY OF WORK
A	100-93	100 - 93.0	Excellent mastery of stated outcomes
A-	92-90	92.0- 90.0	
B+	89-86	89.0 - 86.0	
B	85-83	85.0 - 83.0	Very good mastery of the stated outcomes
B-	82-80	82.0 - 80.0	
C+	79-76	79.0 - 76.0	
C	75-73	75.0 - 73.0	Average mastery of the stated outcomes
C-	72-70	72.0 - 70.0	
D+	69-66	69.0 - 66.0	
D	65-63	65.0- 63.0	Limited mastery of the stated outcomes
D-	62-60	62.0 - 60.0	
F	59	59.99 & below	Insufficient mastery of the stated outcomes

Your semester grade will be determined as follows:

Independent Reading
<ul style="list-style-type: none"> ■ Completes books at reading level, indicates understanding of author’s meaning in booktalks (page requirement is listed below) ■ Observed doing Independent Reading daily in class ■ Observed doing Independent Reading daily in home/homeroom
Vocabulary
<ul style="list-style-type: none"> ■ Vocabulary Mastery through tests/interviews (minimum of 125 words in the semester)
Comprehension Development
<ul style="list-style-type: none"> ■ Comprehension activities such as Co-op Comp., Dictated Writing, Inductive Thinking, Reader’s Theater, Critical Reading of Writing ■ Effort on Comprehension Tests ■ Effort on Standardized Tests
Fluency Checks
<ul style="list-style-type: none"> ■ Progress in Silent Reading Fluency, reading aloud to teacher and in class

**1,000 Pages are due by the end of the semester and put into the gradebook two weeks* before finals. You may ask Mrs. Rosenthal or Mrs. Watson at any time for your page total. Remember: pages do not count until you have successfully completed a book talk.*

Independent Reading Goals (Grades given out of 1000 points):

A range	900+ pages
B range	800 to 900
C range	700 to 800
D range	600 - 700
F	Below 600

HOMEWORK – LATE WORK – ABSENCES:

- There will be two ongoing homework assignments for this class:
 1. Independent Reading: You are expected to read your independent novel at least 100 minutes each week AT HOME. You will be given Weekly Reading Log forms to track your progress. Each week, you must get these logs signed by a parent/guardian and then turn them in for credit (generally on Monday or Tuesday for full credit).
 2. Vocabulary tests: Approximately every third class meeting, you will have a vocabulary test over words taken from (a) read-alouds in class and (b) your independent reading. Your list will usually include 10-12 words. You will have some time to prepare in class, but you will also need to study these words AT HOME.
- We will be reasonable and flexible whenever you have a genuine emergency or illness, but make sure you communicate with us.

CLASSROOM RULES:

There are two broad rules which are basic guidelines for appropriate classroom conduct, both for you and for us:

1. Be **respectful** of your peers, your teachers, yourself, and classroom/school materials/property.
2. Be **responsible** for homework deadlines and for make-up work if you are absent. Also be responsible for engaging and participating in all learning activities. In general, accept the consequences of the choices you make.

ADDITIONAL INFORMATION:

If you know ahead of time that you will miss class on a particular date, you would be wise to notify us well in advance (we will definitely be more helpful and understanding in that case). Also, if you have questions or concerns about your grade, about our expectations, about your citizenship, etc., please take the initiative and talk to us before a serious problem develops. We will be happy to offer additional help – especially if you request it!

We will carefully go over your course overview in class on the first day of school. In addition, we want you to take it home and show it to a parent or guardian.

We expect *both* you and your parent/guardian to sign the contract below and return it by August 28th.

Return the next page of this form and return it to Mrs. Rosenthal or Mrs. Watson.

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STUDENT / PARENT VERIFICATION FORM

I have read the course overview and understand the requirements for Reading Strategies taught by Mrs. Rosenthal and Mrs. Watson at Galena High School.

Student's Name (please print): _____

(student signature)

(date)

(parent/guardian/counselor signature)

(date)

We want to keep you up-to-date we have concerns about your student's achievement. Please let us know the best way to contact you (please check one):

_____ Phone: Cell / Home (circle one)

Number: _____

Time of day to call: _____

_____ Email Address: _____

_____ Other (please explain): _____