**Syllabus**

**Course Objectives:**

The ultimate **goal** of course entitled, “**Intensive Reading”** is to **increase students’ proficiency in literacy** enabling **ALL students** to **pass the FCAT Reading Test, meet** or **exceed Florida’s minimum State Standards in Reading** and **Writing,** andbecome **lifelong readers, writers** and **thinkers.**

Through consistent effort and study, the student will be able to **use appropriate vocabulary** and **integrate reading strategies** to strategically and critically comprehend and analyze reading texts not only in this class, but in **ALL** of their courses. **Students will earn one high school credit.**

**Standards-based differentiated teaching and learning** will take place whereby every student will have the **opportunity to make significant reading growth.** Students will learn strategies to **strategically** and **critically** comprehend **expository and narrative text** through in-depth foci on **identifying main ideas and details**, **retelling** and **synthesizing information from various sources**, **comparing and contrasting** readings, and using **context clues**, **structural analysis**, and **word connotations** to infer word, paragraph, and selection meaning. Students will also use **text features** and apply **reference and research skills** to garner comprehension when analyzing high school reading texts.

**FCAT Reading Test will be administered electronically between April 15-30.**

**Course Topics:**

**Reading Process**

**Reading Components**: Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension, and Oral Language

**Literary Analysis:** How to critically evaluate and develop a thoughtful response to a reading selection

**Nonfiction, Informational and Expository texts:** How to consciously identify, analyze and apply the knowledge of the elements of a variety of nonfiction, informational and expository texts to demonstrate comprehension.

**Reading Strategy Integration:** How to use fix up strategies, and incorporate fluency, vocabulary and comprehension strategies when reading in order to comprehend appropriate grade level fiction and nonfiction text with at least 80% accuracy.

**Reading Rate:** How to adjust reading rate for purpose, text difficulty, form, and style.

**Writing Process Components**: How to **prewrite** to generate ideas and formulate a plan; write a **draft** appropriate to the topic, audience and purpose, **revise** for clarity and effectiveness, **edit** for standard language conventions and varied sentence structures; and **publish** a final writing product for an intended audience at a high school/college readiness level.

**Writing Applications from Fiction Reading**: How to develop and demonstrate **creative writing** and **informative writing** and **persuasive writing** that is used for the purpose of influencing the **reader at a high school/college readiness level.**

**Informational and Media Literacy**: How to understand a wide array of informational text that is part of day to day experiences, a vital life skill, which is integral to informed decision making.

**Technology:** How to use essential technology skills for using and understanding conventional and current tools, materials and processes.

**Communication**: How to apply listening and speaking strategies to solve problems, interpret, evaluate, organize and research information and reinforce an intended message using **figurative language.**

Below is a sampling of **Vocabulary, Reading Application, Literary Analysis, and Informational Text and Research Process Standards**, which will be taught with **rigor** and **depth**. These standards are tested on the FCAT. Visit the following website within Florida’s Department of Education for a complete listing of All standards (What students must know and be able to do).[**http://www.fldoe.org/bii/curriculum/sss**](http://www.fldoe.org/bii/curriculum/sss)

**Vocabulary Standards:**

LA.910.1.6.3 Student uses context clues to determine meanings of new words.

LA.910.1.6.8Student can identify advanced word/phrase relationships and their meanings.

LA.910.1.6.9Student can determine the correct meaning of words with multiple meanings in context.

LA 910.1.6.1 Student can select and use strategies to understand words and text, and can make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

**Reading Application Standards:**

LA.910.1.7.1 Student can use background knowledge of subject and related content areas, pre-reading strategies (e.g. previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LA.910.1.6.1 Student can select and use strategies to understand words and text, and can make and confirm inferences from what is read, including interpreting diagrams, graphs and statistical illustrations.

LA.910.1.7.2 Student can analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning.

LA.910.1.7.3Student can determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.910.1.7.4 Student can identify cause-and-effect relationships in text.

LA.910.1.7.5 Student can analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explains their impact on meaning in text.

LA.910.1.7.7 Student can compare and contrast elements in multiple texts.

**Literary Analysis - Fiction/Nonfiction**

LA.910.2.1.5 Student can analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

LA. 910.2.1.7 Student can analyze and evaluate an author’s use of descriptive language (e.g., tone, irony), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

L.A. 910.2.2.1 Student can analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings)

N/A • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, illustrations, maps, diagrams, information found in captions, stanzas, bold/italicized text).

**Informational Text/Research Process**

LA.910.6.1.1 Student can explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.

LA.910.6.2.2 Student can organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

For more detailed information on course content, visit <http://www.firn.edu/doe/curriculm/crscode/basic612/basic912.htm>

For information on progress reports, report cards and the school calendar, visit <http://miamibeach.schoolwries.com>

**Reading Programs, Text, Materials:**

**Jamestown Navigator Program;**  **FCAT released practice assessments; Reading Plus** (a computerized interactive reading program); ***Accelerated Reader* program**; **Impact Book 3, Fiction and Nonfiction High Level Articles, Short Stories & Texts connected to Content Areas,** **Standards-based Literacy projects**. Students will:

* Read online/ print-based content written esp. for adolescents in a wide range of fiction/ nonfiction subjects
* Prepare for state and national assessments with explicit instruction in reading skills and strategies
* Work with new vocabulary words
* Read selections aloud/silently and work toward increased fluency
* Read and write for a variety of purposes and write in a variety of formats
* Be assessed continuously, both informally and formally, on all reading comprehension and literacy skills

**Literacy Binder:** Students must organize and bring **their Reading/Writing Binder** to all class sessions. Student binders will **evidence rigorous learning, organizational** and **college readiness** abilities, **study skills**, and **Reading/Writing growth**. Examples of Binder contents include their **Reading Response Logs, Reading Plus Data, all Handouts, Vocabulary Study, Fluency Practice, Cornell Notes** and **Self Reflections**.

**Literacy Portfolio:** Selected Student work, Writing/Reading Response prompts, Tests, Authentic and Alternative Assessments, Standards-based projects, and Student Self Reflections.

Each class period students will be engaged in individual, small group, and short whole class reading mini-lesson setting whereby students will demonstrate new literacy growth. Student activities will focus on building vocabulary, increasing comprehension and fluency, integrated reading and writing assignments, projects and presentations. .

**Grading Criteria:**

|  |  |
| --- | --- |
| 20% | Tests (Multiple Choice, Short Answer, Extended Response, Writing Prompts, Standards-Based Performance Assessments, Individual Reading/Writing Conferences, Student Data Chats, and Action Plan completion |
| 15% | Class Do Now’s, Self-Reflections, Quick Writes, Learning Log, Presentations, Internet Assisted Reading/Writing Modules, and Interactive Cooperative Learning. |
| 15% | Reading Plus Growth, minimally, 5 Sessions a week |
| 15% | Accelerated Reader Grades, minimally, completion of 3 books per Quarter |
| 15% | Home Learning (Examples: Reading Response Log, Vocabulary (Word Work), Literacy Projects and Cross Content Area Projects with a Technology Focus |
| 20% | Binder & Literacy Portfolio Checks |

**Working Level Grade (WLG):** Students will receive a working level grade (WLG) every week. This grade will be an A, C, or F and correlate directly to their time on task during the entire 90 minute block. If home learning is not turned in, student’s WLG will not be higher than a C.

A= 4 points 100-90 3.5 and above

B= 3 points 89-80 2.50 – 3.49

C= 2 points 79-70 1.50 – 2.49

D= 1 point 69-60 1.0 - 1.49

F= 0 points 59-0 0.9 and below

**Students:** After signing and securing parent/guardian signature, neatly organize in your Intensive Reading Binder in the first section entitled Overview.

**Course Requirements**

1. Attend class and participate in all class sessions. Modeling and demonstrations of reading strategies will be conducted in class. You are expected to be prepared and to participate in all classroom activities. Your evaluation in this course requirement will be based on attendance, class participation, oral presentations, and short computer-based assignments.

2. Attend all classes and remain in class until it is dismissed.

4. Engage in all cooperative group work, presentations and project.

5. Turn in assignments using the flexible schedule [+ 5 points early. -5 points late, late assignments will be accepted but not graded five days past the assigned due date] and all class work is collected/graded and placed in student folders according to the chart of assignments and due dates listed below. (Flexibility of dates may occur due to school-wide schedule changes)

6. Think critically about discussions in class.

7. Save all project assignments on a jump-drive until you receive your final grade.

8. Students are responsible for all information missed during his/her absence.

**Keep in Touch**

I look forward to working with you to ensure that this year is an academically rewarding year. Please discuss this letter with your parent and have them sign it and bring entire packet back signed next class session, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**This class is a team. I am the coach. You are the players. If we all perform at our best, everyone wins!**

Dr. Uchtman

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Print Parent Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_

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Print Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#: \_\_\_\_\_\_\_\_\_\_\_\_

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Print Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

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