Instructor: Cassandra G. Elder

Program: REP Reading

Course: Reading 180

Model: Remediation Pullout

Grade Level: 6-8

DESCRIPTION: Read180 is a research-based reading intervention program designed to target below-200 level and struggling readers. Each day, students participate in Whole-Group Instruction as well as rotate through three small group stations: Small-Group Instruction, Instructional Software, and Modeled and Independent Reading. Read180 provides comprehensive, developmental reading instruction designed to meet state and district standards for struggling readers. Direct and explicit reading instruction is provided in decoding, fluency, vocabulary, comprehension, and writing. This research-based balanced literacy program utilizes high-interest literature and data-driven technology to ensure that differentiated instruction and guided practice take place to support and motivate students as they progress toward becoming lifelong readers and learners.

In each workshop, the students will be exposed to a variety of vocabulary and comprehension skills that cover reading comprehensions, critical readings, listening skills, conventions, and some writing and Wrap-Up Projects.
COURSE OUTLINE

I. Workshop 1: INFORMATIONAL TEXT: The New Americans
   a. Reading 1 School Before Soccer/ News Article
   b. Reading 2 Fitting In/ Profile
   c. Reading 3 A New Immigration Boom/ Social Studies Text

*Comprehension Focus/Main Idea and Details (2) Critical Reading Focus/ Analyze

II. Workshop 2: INFORMATIONAL TEXT: When Disaster Strikes
   Reading 1 Struck by Lightning/News Article
   Reading 2 A Mountain on Fire/Magazine Article
   Reading 3 Hurricanes: The Monster Storms/ Science Text

*Comprehension Focus/Sequence of Events (2) Critical Reading Focus/ Synthesize

III. Workshop 3: LITERARY TEXT: Identity Crisis
    Reading 1 Louisa, Please Come Home/Short Story
    Reading 2 I’m nobody! Who are you? /Poetry
    Reading 3 A Whole New Look/ Poetry

* Comprehension Focus/Story Elements (2) Critical Reading Focus/Evaluate

IV. Workshop 4: INFORMATIONAL TEXT: Stolen Childhoods
    Reading 1 Life in the Dumps/News Article
    Reading 2 Working in the Fields/ Magazine Article
    Reading 3 Child Labor around the World/ Social Studies Text

V. Workshop 5: INFORMATIONAL TEXT: Under Pressure
    Reading 1 Tragic Death on Train/News Article
    Reading 2 The secret of self-Esteem/ Magazine Article
    Reading 3 The Power of Peer Pressure/ Life Skills Feature

* Comprehension Focus/Problem and Solution (2) Critical Reading Focus/Analyze & Evaluate
VI. Workshop **6 LITERARY TEXT: Poe**

   Reading 1  The Fall of the House of Usher/ **Short Story**
   Reading 2  from “The Haunted House”/ **Poetry**

* Comprehension Focus/Story Elements (2) Critical Reading Focus/Synthesize & Evaluate

VII. Workshop **7 INFORMATIONAL TEXT: Alien Invaders**

   Reading 1  Freaky Fish Invasion/ **News Article**
   Reading 2  Island of Snakes/ **Magazine Article**
   Reading 3  America’s Least Wanted/ **Science Text**

* Comprehension Focus/Cause & Effect (2) Critical Reading Focus/Analyze, Synthesize & Evaluate

VIII. Workshop **8 INFORMATIONAL TEXT: Turning Point**

   Reading 1  Starting Over/ **Personal Essay**
   Reading 2  Words set Him Free/ **Profile**
   Reading 3  Hard Time/ **Life Skills Feature**

* Comprehension Focus/Compare & Contrast (2) Critical Reading Focus/Analyze, Synthesize & Evaluate

IX. Workshop **9 INFORMATIONAL TEXT/ LITERARY TEXT: The Streets of Harlem**

   Reading 1  Heart Beat of Harlem/ **Nonfiction Article**
   Reading 2  from Bad Boy/ **Memoir**
   Reading 3  Langston Hughes’s/ **Poetry**

* Comprehension Focus/Problem and Solution (2) Critical Reading Focus/Analyze & Evaluate

X. NOVEL STUDY: Teacher selected

* Comprehension Focus/Main Idea, Supporting Details, Cause & Effect, Sequence and Order (2) Critical Reading Focus/Analyze, Synthesize & Evaluate
OBJECTIVES:

Students in this Reading class will:

- enjoy, appreciate, and evaluate language in all its forms.
- listen, read, view, and think critically

UPON COMPLETION OF THIS COURSE THE STUDENT WILL BE ABLE TO:

- Develop individual personal, academic, reading strengths.
- Integrate various strategies to comprehend what he reads.
- Recognize the main idea of a reading, the supporting details, draw conclusions, evaluate, synthesize and or summarize what he reads.
- Use appropriate speaking skills to participate in whole or small group novel discussions and or to explain or understand given directions.
- Use prior knowledge and word analysis to determine the meaning of unfamiliar words and text with understanding.
- Use background knowledge and prior experiences to make connections between what he reads and what he already knows.

REQUIRED MATERIALS: 3- Prong /Two Pocket Folder, dividers, pencils, notebook paper. Take proper care of your supplies.

CLASS REQUIREMENTS: A portfolio is required for this class. All work will be kept in the portfolio and organized by current date first. Your Thinking Skills: Decision Making, Problem Solving, Reasoning a great attitude! This can be a fun and enjoyable class if you participate and add to the positive environment that the class has to offer. Both school wide rules and policies are to be obeyed including the Read 180 classroom rules. Please do not bring food, drink, or any electronic devices to the classroom. The school rule is that electronic devices will be confiscated. This policy will be ENFORCED. Failure to comply will result in administrative action. Be ALERT in class! Students need to be on task for this class. Being off task will cost you a life time of discomfort and misery. Be Aware, having good Life Skills are very important for your success! Homework is to be done at home, not in class.

15/15 Rule This rule refers to you not being excused for anything at the first 15 minutes of class or at the last 15 minutes of class.

Bathroom Logs are kept in this class. Make sure you exercise your privilege of taking bathroom breaks during your Core classes.
**TEST:** There will be weekly assessments given and a mandatory exam at the end of the semester. Homework and class projects are strongly emphasized in the test. The final exam is composed of multiple choice questions (CRCT format) and must be taken on the scheduled final exam date. Your lowest score is automatic dropped as your scores are entered into the Infinite Campus.

**ATTENDANCE:** Students are expected to be present and on time for class! **If three days missed from class, a phone call will be made to parent or follow up with a Student Support person or an administrator.**

**MAKE UP POLICY:** Each student is responsible for completing all missed work during any absence from class. Students have two days following absence to make arrangements to make up work. Make up work cannot be done during a regular class period! Work that is not made up within two days upon your return will result in a **ZERO!** **LATE** return of HOMEWORK is counted 5 points per day taken off of your average grade.

**Please note that a majority of your homework will come from novel studies/ Reading Projects.**

**IN SCHOOL SUSPENSION (ISS):** Students in ISS on test or quiz days must make up assignments before or after school on that day. Students can take test (in ISS) during the same scheduled time if arrangements are made prior to the date. All students are responsible for completing class assignments (which are due) while they are in ISS and turning in work according to class due dates. If the work is due on the day a student is in ISS, the student must turn in the work to me at the end of the day. Otherwise, students receive a **ZERO** for work missed. **CAUTION!!!** Please refrain from going to ISS and/or OSS. Classroom life will be stressful upon your return. **DOUBLE WORK!**

**COMMUNICATION:** Both student and parents are encouraged to discuss questions or concerns with me about their grades. Progress reports and or deficiencies will be sent home as scheduled. I am available after school for student meetings or parent conferences. Parent meetings can be accommodated through a phone conversation if the matter is simple, or if the matter merits more attention, meeting can be arranged by contacting me through the main office at 404-802-4944. If the parent number is left, I will return call by the end of the day.
GRADING PROCEDURES:
Students will be graded on a daily basis. The grades will be counted in the grade book/Infinite Campus. Students will earn grades in six different categories: Classwork, projects, Class participation, Homework, Test/Quizzes, and final exams.

COURSE EVALUATION CATEGORIES

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<th>Grading Policy</th>
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<tr>
<td>Classwork</td>
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<tr>
<td>Projects</td>
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<tr>
<td>Class Participation</td>
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<td>Homework</td>
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<td>Weekly Assessment/Test/Quizzes</td>
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<td>Final Exam</td>
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GRADING SCALE:
90-100=A / Very Proficient (Above standard)
80-89=B /Proficient (Above Standard)
70-79=C /Sufficient (At Standard)
0-69=F /Not meeting standard

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My signature indicates that I have read the course syllabus and I am aware of my responsibilities in this class.

Student_________________________________________ Date________________

Parent/Guardian_________________________________________ Date________________