

Naples American High School

Course Syllabus

Course Name:	Reading Lab 7, 8, 9, 10, 11, 12 RED 105, 205, 305, 405, 505, 605	Course Description DoDEA Course Description Web Site
Textbook:	<ul style="list-style-type: none"> · Tradebooks-Lexile leveled to match student's instructional level · Supplementary and reference materials · Software support 	
Teacher Name:	Ms. S. English Department	
Phone Number:	CIV: 081-811-4511 DSN: 629-4511	
Planning Periods:	4 & 7	
Location:	Room 209	

Philosophy

Improved reading achievement for individuals not reading at grade level is essential in order for students to be successful within and outside the academic environment.

Through the use of a whole group instruction model, with small group rotations that focus on specific student needs, all students can learn, develop stronger reading skills.

Upon completion of the reading support course, students should be able to:

- Apply higher-level comprehension skills
- Practice study techniques
- Identify the meaning of specialized words in the content area
- Identify the stated and implied main ideas
- Articulate conclusions about personal reading tastes
- Read a wide range of print and nonprint texts

Material

Loose Leaf, Lined Paper, Pencils/Pens (black or blue and red), Highlighters (green, yellow, and pink), and 1 Binder - 2-inch 3-ring, with divider tabs

Grading Policy

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Assessment

Assessment instruments used will illustrate strengths as well as needs of students:

- Assessment on class assignments, written work, oral discussions, class participation
- Performance Assessment: Students demonstrate knowledge of course-related reading skills by applying and using specific reading strategies
- Self-Assessment on skills and comprehension
- Weekly conference with teacher to identify goals and assess progress to date

Homework

Homework will be assigned to reinforce or supplement classwork. It may range from an extension of a daily lesson, which is due the following class period, to an extended project, or paper that is due on a given date. Homework will be evaluated and returned to the students.

Late Work Policy

Work assigned to be completed during class will be due by the end of the period. Work assigned to be completed outside of the school day will be given a due date. Zeros will be given for work that is not completed at due date. When prior arrangements are made due to advance notice of absence, or for additional time to complete lengthy/complicated assignments, late work will be accepted. For excused absences, students will be allowed one additional class period for each day missed.

Tutoring/Extra Help

Tutoring and extra help will be provided in room 209, before and after school, and during lunch when prior arrangements have been made. Students will also have the opportunity to request Seminar Passes for additional tutoring during Period 8 on Thursdays.

Classroom Management

1. Students will follow school regulations as outlined in the parent/student handbook
2. Students are to be courteous to teacher and classmates.
3. All required course materials must be in class at the start of the class period.
4. No food or drink permitting in classroom. No gum chewing.
5. Students are to clean their space before they leave, and respect the surroundings.
6. Students must be in class on time. In seat when bell rings.

Content Outline

Whole Group Literacy Instruction with technology support providing models and Lexile leveled text passages for instruction

- Modeled or independent reading using leveled literature to model or practice good reading strategies

Small Group instruction provides daily student-teacher interaction to build skills that facilitate the reading of increasingly complex materials. Examples include:

- Vocabulary Development-general, technical, content-specific
- Following Directions at increasingly complex levels

·Drawing Conclusions
·Using Effective Study Skills-note taking, outlining, graphic organizers
·Reading for Recreation and Problem Solving
Major topics to be studied include the essential components or reading: vocabulary development, building fluency, comprehension, and structural analysis, study/reference skills and reading in the content areas.

Additional Information

Behavior Plan:

1st offense - Clarification/Warning (Teacher + Student)

2nd offense - Notify parent, and/or teacher detention (Teacher + Parent)

3rd offense - Conference with parent (Parent/Student + Teacher)

4th offense - Parent/Student + Administration

Standards

[DoDEA Curricular Standards Web Site](#)