

READ 180 Course Description

OVERVIEW

This year-long course, based on standards contained in the *Reading/Language Arts Framework for California Public Schools, K-12 (1999)*, is designed to enable high school students who score at the Below Basic Level on the California Standards Test (CST) in Reading (264-299 scale score range) or **both** below 800(?) on the Scholastic Reading Inventory (SRI) **and** teacher recommendation to improve their reading comprehension, increase their understanding of narrative and expository text structures including academic reading, functional reading, informational reading and technical reading, in order to learn more effectively from subject-matter textbooks in science, history/social studies, math and English. Students will be introduced to narrative and expository organizational patterns, as well as the academic language used in the aforementioned content classes.

COURSE OF STUDY OBJECTIVES

1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: The student will apply knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

1.1 SUGGESTED STUDENT ACTIVITIES

- The student will identify and use the literal and figurative meanings of words and understand word derivations; distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

1.2 INSTRUCTIONAL MATERIALS USED

- Computer-based word study in the context of READ 180's Reading Zone, Word Zone and Spelling Zone
- READ 180 audio-assisted books to promote application of words studied to materials read OR student selected lexile-appropriate selections from the classroom and/or school library
- Curriculum-embedded assessments during daily three-group rotations to monitor vocabulary development on the computer and through small-group instruction

1.3 TEACHER ACTIVITIES

- Provide daily systematic, explicit instruction on word analysis and vocabulary development in small group and whole class settings
- Supervise small-group rotations to: (1) small group instruction based on diagnosed needs in the areas of word analysis and vocabulary development, (2) computers for individualized instruction and application of words studied, and (3) audio-assisted reading of self-selected chapter books to apply newly acquired words.
- Use computer-generated reports to: (1) monitor student progress, (2) plan instruction based on diagnosed needs, and (3) deliver needs-based instruction in small group whole class settings
- Monitor progress of oral reading fluency (rate, accuracy and prosody) by analyzing each student's recorded oral reading as part of the daily computer rotations.

2.0 READING COMPREHENSION: The student will read, understand, and analyze the organizational patterns and structural features of informational materials.

2.1 SUGGESTED STUDENT ACTIVITIES

- Students will analyze the structure and format of functional workplace documents; prepare a bibliography; examine the sequence of information and procedures in anticipation of possible reader misunderstandings;

and evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

2.2 INSTRUCTIONAL MATERIALS USED

- Computer-based application of reading comprehension skills and strategies in the context of READ 180's Reading Zone, Word Zone and Success Zone
- READ 180 audio-assisted chapter books with an on-tape reading coach modeling metacognitive strategies
- Curriculum-embedded assessments during daily three-group rotations to monitor reading comprehension on the computer

2.3 TEACHER ACTIVITIES

- Provide systematic, explicit instruction on comprehension of narrative and expository organizational patterns and text structures in small group and whole class settings
- Supervise small-group rotations to: (1) small group instruction based on diagnosed needs of reading comprehension skills and strategies, (2) computers for individualized skills development and application, and (3) audio-assisted reading of self-selected chapter books
- Use computer-generated reports to: (1) monitor student progress, (2) plan instruction based on diagnosed needs, and (3) deliver needs-based instruction in small group and/or whole class settings
- Monitor students' progress of reading comprehension skills and strategies through (1) daily observations made during small group work, (2) weekly computer-generated reports, (3) fluency checks focused on prosody that demonstrate reading comprehension and which are recorded during the computer rotation

3.0 WRITING STRATEGIES: The student will write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates the students' awareness of the audience and purpose. The student will progress through the stages of the writing process as needed.

3.1 SUGGESTED STUDENT ACITIVITIES

- The student will establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintains a consistent tone and focus throughout the piece of writing; use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice

3.2 INSTRUCTIONAL MATERIALS USED

- READ 180 audio-assisted chapter books will both inspire and serve as models for writing Informational articles, news articles and business reports as models for writing
- READ 180 software in the Reading Zone, Word Zone and Spelling Zone
- READ 180 teacher's guide, teacher's resource book, writing and grammar strategies book

3.3 TEACHER ACTIVITIES

- Systematic, explicit, direct writing instruction in small and large group settings
- Have students apply narrative and expository organization patterns and text structures to writing assignments
- Monitor student progress through computer-generated reports and writing samples
- Collect, analyze, interpret and use student writing samples for instructional planning purposes

4. WRITING APPLICATIONS (Genre and their Characteristics): The student will combine the rhetorical strategies of narration, exposition, persuasion, and description. The student writing will demonstrate a command of standard American English and the research, organization, and drafting strategies outlined in Writing Standard 1.0.

4.1 SUGGESTED STUDENT ACTIVITIES

- The student will write expository compositions including biographies, autobiographies, response to literature, analytical essays, research reports, persuasive compositions; and technical documents.

4.2 INSTRUCTIONAL MATERIALS USED

- READ 180 audio-assisted chapter books will both inspire and serve as models for writing
- Informational articles, news articles and business reports as models for writing
- READ 180 software in the Reading Zone, Word Zone and Spelling Zone
- READ 180 teacher's guide, teacher's resource book, writing and grammar strategies book

4.3 TEACHER ACTIVITIES

- Systematic, explicit, direct writing instruction in small and large group settings
- Have students apply narrative and expository organization patterns and text structures to writing assignments
- Monitor student progress through computer-generated reports and writing samples
- Collect, analyze, interpret and use student writing samples for instructional planning purposes

5.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

5.1 SUGGESTED STUDENT ACTIVITIES

- The student will identify and correctly use clauses, phrases, and mechanics; understand sentence construction; demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax; produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization; reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support materials with appropriate citations.

5.2 INSTRUCTIONAL MATERIALS USED

- Writing and Grammar Strategies Book
- READ 180 software in the Reading Zone, Spelling Zone and Word Zone
- Informational articles, news articles and business reports as models for writing

5.3 TEACHER ACTIVITIES

- Systematic, explicit, direct writing instruction in small and large group settings
- Have students apply narrative and expository organization patterns and text structures to writing assignments
- Monitor student progress through computer-generated reports and writing samples
- Collect, analyze, interpret and use student writing samples for instructional planning purposes

6.0 LISTENING AND SPEAKING: The student will deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning and use gestures, tone, and vocabulary tailored to the audience and purpose.

6.1 SUGGESTED STUDENT ACTIVITIES

- The student will formulate judgments about the ideas under discussion and support those judgments with convincing evidence; choose logical patterns of organization to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief of cause; choose appropriate techniques

for developing the introduction and conclusion; recognize and use elements of classical speech forms in formulating rational arguments and applying the art of persuasion and debate; present and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance; analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques for presentations.

6.2 INSTRUCTIONAL MATERIALS USED

- Rubrics for teaching and scoring speaker and listener behaviors

6.3 TEACHER ACTIVITIES

- Systematic, explicit and direct instruction in small and large group direct instruction
- Have students apply narrative and expository organization patterns and text structures to prepared speeches and oral reports
- Monitor and feedback based on rubric scores

INSTRUCTIONAL MATERIALS

Textbook

- READ 180 Reading Intervention Program published by Scholastic, Inc. (2002)
- Stage C – High School

Audio-Visual Materials

Anchor Videos (pre-reading strategies for each unit)

Supplemental videos