

**Course Name: Reading**

**Course Number: ENG 242/243**

**Teacher Name(s): Jesse McDowell**

**Course Description:**

Students in this course will focus on developing their reading comprehension skills. Students will develop vocabulary skills and fluency in both fiction and non-fiction texts. Students will also complete an extensive amount of independent reading at their own recreational reading level. This course counts as one (1) elective literature credit and one (1) other elective credit.

**Iowa Core Standards:**

**Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**Assessment:**

Students will be assessed on their progress of growth in vocabulary, fluency, and comprehension on a weekly basis. Much of this will be recorded in student's personal logs, and tests will occur in class. Students will be assessed on how much reading they are doing as well.

**Content:**

**The Goal of Reading:** the remediation of reading deficits for high school students who otherwise would struggle with the demands of the secondary curriculum.

**The Focus of Reading:** on comprehension skills but also targets vocabulary development and fluency in both fiction and non-fiction textual materials.

The course will incorporate several components:

- Extensive independent reading at students' recreational level
- Vocabulary development at both age-appropriate and recreational levels
- Comprehension instruction for both lower- and higher-order comprehension tasks in fiction and non-fiction materials
- Fluency instruction and monitoring
- Writing in order to assist comprehension

Note: Based on a comprehensive analysis of research on reading, this reading course combines multiple strategies and practices into a structure for reading instruction and has proved successful in both urban and rural settings.

***Student Responsibilities***

*The first and major requirement of this course is extensive independent reading on a daily basis. As students, you are allowed to choose the books you read, as long as they are at an appropriate level of difficulty. You are also responsible for maintaining personal vocabulary lists (student vocabulary cards are filed in your individual recipe boxes), maintaining your reading folders, writing a summary/evaluation of each book you read, engaging in book talks with your teacher, me, and assisting me in maintaining the class wall chart of books read by the class.*

## Activities and Timeline:

Typical Weekly Schedule

Week of \_\_\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday
Ind. Reading (15-20 min) (Book Talks during Ind. Reading)	Review Vocab (5 min)	Finish Comprehension lesson (if needed)	Ind. Reading/Book Talks (15-20 min)	Vocabulary Pairs
Pair Share (5-10 min)	Read Aloud (model comprehension strategies and ask questions of pairs) (15-20 min)	Ind. Reading/Book Talks (15-20 min)	Individual Vocabulary Cards (10-15 min)	Vocabulary Test
Vocabulary for Read Aloud (Numbered heads/cards in boxes) (10 – 15 min)	Comprehension lesson (Coop. Comp. or Dictated writing) (20 min)	Pair Share ( 5-10 min)	Vocabulary pairs (10-15 min)	JamesTown test (every other week)
		Study Vocabulary (Vocab game: Swat) (5-10 min)	Vocabulary review game	Ind. Reading/Book Talks (time left in class)
			Collect reading logs	

### Resources:

Each student will choose their own reading material. The student may select an independent reading book at Hempstead High School or use an outside source (public library, home, BAM, etc). A writing utensil will be needed daily.

### Academic/Behavioral Expectations:

*Students are expected to follow the expectations outlined in the student handbook. In addition, I'd like to emphasize:*

#### **A) Respect**

The most important expectation for one to follow during class is to conduct oneself towards others with ***honesty*** and ***respect***. As a teacher, I set the same expectations for myself. If we can do this as a class, we will avoid many difficulties or dilemmas.

#### **B) Language**

1. Please practice using please, thank you, excuse me, and I'm sorry.
2. I expect school appropriate language in my classroom.

#### **C) Effective Communication**

1. Listen to other voices...good communicators consider and respond to the opinions of others, and don't just wait for their chance to talk.
2. You will not always agree with everyone, and that's OK. They don't always need to know, either.
3. Asking for help is the best way to get it, and my ears are always open if you have a concern. In the middle of class time, however, is not always the best time to ask. See me before or after class, or during my office hours.

#### **D) Responsibility**

1. Take responsibility for yourself, remember, YOU decide!
2. Arrive to class on time with the necessary materials.
3. Stay organized. It saves you time!
4. Every assignment we have will be graded for points.
5. Have a good attitude and work hard – you will succeed!

#### **E) Behavior with a Substitute Teacher**

It is expected of you to make your class as possible as easy for a substitute. Your behavior, whether good or bad, reflects your character and your teacher...me. Consequently, there will be higher expectations for appropriate behavior while there is a guest teacher (substitute teacher) in class.

#### **F) Consequences and our Learning Environment**

I want what is best for all of you, and what is best for all of our learning. Sometimes, behaviors get in the way of this, and when they do, I will stop them. However, sometimes it is best for everyone if I wait until after class to address behaviors, as I certainly don't want to interrupt everyone. Sometimes, I will do just that, and wait. Know also that consequences are not made public. Just because you don't see consequences does not mean they aren't happening!

**G) Attendance, tardiness, etc.**

Tardiness is not being in the classroom when the bell rings. Absences either excused or unexcused should be minimal. If you have problems attending class, you will experience multiple and varying interventions to remedy the problem. Should the problem continue to exist, there are several interventions that may result, including after school detentions, Saturday school, and alternative assignments. Failure to comply with these interventions may result in loss of points and ultimately a failing grade.

**H) Approach to Reading**

It is crucial you read what is interesting to you...plain and simple. Keep an open mind and positive attitude toward multiple genres of literature. I will make recommendations based on what I know interests you. Obviously, the more I know, the better I can do!

This is the only class where you get to choose your own textbook. Take advantage of it! Enjoy!

**Student IDs:** Per District expectation, high school students are expected to wear their student ID while at school at all times. In this classroom, you will be expected to wear your student ID. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

**Grading Plan:**

Component of Grade	Percentage of Final Grade
Independent Reading	40%
Vocabulary Growth	15%
Fluency Growth	10%
Comprehension Growth	30%
Short Story Weekly Comprehension Tests (6%)	
Weekly Reading Logs (24%)	
Participation	5%
<b>TOTAL</b>	<b>100%</b>

**Independent Reading Point System-See the following two pages for details.**

**Extra Credit:** Extra Credit will available throughout the year with the teacher’s discretion.

**Communication Plan:**

Phone: (563) 552-5180

E-mail: [jmcdowell@dbqschools.org](mailto:jmcdowell@dbqschools.org)

School website: [www.hempstead.dbqschools.org](http://www.hempstead.dbqschools.org)

Office Hours: 7:00-7:30 AM, Period 1 or by appointment in Eng/SS office

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Parents, please review the attached Independent Reading policy and return the bottom portion signed. It is extremely important that you know the reading expectations for the class and support your student in daily independent reading.

## **\*\*\*Independent Reading\*\*\***

Every 6 weeks the "Independent Reading" grade is entered into Powerschool. This entry is scored out of 10 points. In order to earn 10 points, one must read 600 pages in 6 weeks.

In other words, 100 pages of independent reading per week are required to earn 100% in the grade category of "Independent Reading" (which is weighted **40%** of total grade in this class).

Because practice is so important to reading growth, students are expected to read and complete a reading log for homework **each day**.

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Examples:

### IN-CLASS READING

- In-class reading 3 times per week for 20 minutes = 8-12 pages per 20 minutes (on average)
  - 8 pages x 3 = 24 pages read in class, or 12 pages x 3 = 36 pages read in class

### WEEKLY READING LOGS

- 10 pages per entry in the log = 50 pages per log for each week of out of class reading.

24 pages from in-class reading

+ 50 pages from out-of-class reading (Weekly Logs)

74 pages per week of reading

74/100 pages per week = 74%, a C grade

OR

36 pages from in-class reading

+ 50 pages from out-of-class reading (Weekly Logs)

86 pages per week of reading

86/100 pages per week = 86%, a B grade

Additional reading may be required to reach an A grade. Students are expected to account for all pages read with weekly reading logs and book talks when they complete the book.

Depending on the type of book, the teacher will use his or her discretion for page count. For verse novels, we will count ½ pages. For graphic novels and biographies, we will determine the number based on page text, reading level, and number of photos. Diary and memoir novels count as full pages.

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Please take this syllabus home, go over it with your parent(s) and have them sign the bottom of the page. I will give 5 extra credit homework points to anyone who returns this by Friday, September 1st, 2017.

Student name: \_\_\_\_\_ Parent signature: \_\_\_\_\_