

Reading Syllabus

Course Name: Reading

Course Number: ENG242

Course Description: Students in this course need additional assistance 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.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built primarily on the 9-10th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands. COMMENT: ENG242 is one Literature credit; ENG243 is one Elective credit.

Teacher Name: Mark Ressler

Teacher phone: School: 552-5407 Cell: 563-543-3888 Please leave a message.

Teacher email: mressler@dbqschools.org

Office Hours: 7:00 am to 7:35, 7th hour in English Office, or by appoint.

Standards and Course Expectations:

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.

Core Materials: 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, Borders, etc). A writing utensil will be needed daily.

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)	Jamestown Test (every other week)
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 / Partner Vocabulary Cards (10-15 min)	Skills Lesson (every other week)
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)	Distribute / Collect Weekly Reading Logs	Vocabulary Pairs/ Game
		Study Vocabulary (Vocab game: Swat) (5-10 min)		Vocabulary Test
				Ind. Reading/Book Talks (time left in class)

Evaluation and Assessment

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%
TOTAL	100%

Independent Reading Point System

Type Book	Approx. # of Pages	Point Value
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Easy	Less than 125	1
Medium	125-225	2
Hard	225-325	3
Lengthy	over 325	4-6

Time Frame	A	B	C	D	F
6 WEEKS	9+	7-8	5-6	4	0-3
12 WEEKS	18+	14-17	10-13	8-9	0-7
18 WEEKS	27+	21-26	15-20	12-14	0-11

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

Attendance and Behavior Expectations:

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. Profanity has its place, but usually not here.

C) Manners

1. You should not be using the time in this class to sleep.
2. Electronic devices should be used as tools, not toys. They will not be allowed to be used in the classroom for any other reason than educational purposes. Earbuds should never be plugged into a device.

D) Kindness to each other

1. Listen to other voices...you're not the center of the universe!
2. Accept difference because it surrounds you.

E) Responsibility

1. Take responsibility for yourself because that is the mature attitude I would like to you learn.
2. Arrive to class on time with the necessary materials.
3. Student IDs need to be worn on person and easily visible at all times. Classroom teacher determines if it is easily visible.
4. Be very organized and remember to be neat. I am not a neat freak, but I expect neat work.
5. Every assignment we have will be graded for points.
6. Have a good attitude and work hard – you will succeed!

F) Behavior with a Substitute Teacher

It is expected of you to make it as easy on a substitute as possible. 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. If a student acts out in any way, he or she will lose citizenship points in the

grade book. The substitute will give you only one warning to redirect your poor behavior and if the behavior does not improve the substitute will then write your name down. Consequences will occur when I return. So make it easy on all parties (you, me, and the substitute) by acting appropriately.

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, you may be dropped from the course; this will be dealt with on a case by case basis. I am not your babysitter or your parent; I will not feel the need to coddle you.

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) Student Responsibilities

The first and major requirement of this course is **extensive independent reading**. 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.

J) We will adhere to the **MUSTANG PRIDE** acronym.

We are **PREPARED**.

We are **RESPONSIBLE**.

We are **INCLUSIVE**.

We are **DIGNIFIED**.

We are **EMPOWERED**.

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, August 25th, 2017.

Parent signature: _____