

Practical Reading 1&2 XSM811/812

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L004

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Course Description:

This course is for students who require special education services as indicated by their Individual Education Plan (IEP). This course addresses strategies used to improve student decoding skills, vocabulary knowledge and comprehension skills as determined by the individual IEP. Reading skills in content areas are also emphasized.

Standards:

- Cite strong and thorough textual evidence of what the text states explicitly as well as inferences drawn from the text.
- Determine a theme or central idea of a text and analyze in detail its development throughout the text.
- Analyze the development of characters over the course of a text.
- Employ the full range of research-based comprehension strategies including making connections, determining importance, questioning and summarizing.
- Read-on level text at an appropriate rate with fluency to support comprehension.
- Determine the meaning of words as used in text.
- Analyze how the structure of the text (sequence and plot) create such effects as mystery, tension or surprise.
- By the end of grade 9, read and comprehend literature, including stories, dramas, and poems in grades 9-10 text complexity band proficiently with scaffolding provided at the high end of the range.
- By the end of grade 10, read and comprehend literature, including stories, dramas, and poems independently and proficiently.
- Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.
- Perform work without oversight
- Use time efficiently to manage workload
- Assess one's own mastery of skills
- Set and achieve high standards and goals
- Engage in effective problem-solving process
- Demonstrate productivity and accountability by meeting high expectations
- Demonstrate accountability for individual performance

Assessments:

Students will be graded and assessed on a variety of materials including, but not limited to class assignments including journals, software instruction and workbook completion.

Content:

- Decoding Skills
- Small group participation and assignments
- Software comprehension, vocabulary, fluency, and context passages

Instructional Strategies:

Students will be expected to demonstrate collaboration with peers, teamwork, project-based learning, and individual work. Instruction will occur through small group and software instruction.

Resources:

R-book
Read 180 and System 44 Software
System 44 Workbook

Academic/Behavioral Expectations:

Daily attendance is essential for a student to achieve educational success. Small group points are awarded daily, and students must be present in class in order to earn them.

Expectations:

1. BE ON TIME.
2. Be ready to learn with necessary materials.
3. Respect yourself, adults and peers.
4. Take Pride in your work.
5. Policy 5200 Student Behavior (Student Planner)
Student conduct, which violates the beliefs and policies of the Dubuque Community School District, is subject to intervention, correction, or other consequences determined by school officials. A student's behavior is expected to conform to the school rules of conduct in situations, which influence the effective operation and welfare of the school.
7. Failure of any class may result in suspension of work site privileges.
8. Headsets are identified to each student. Each student is responsible for the cost of replacing the headset if it is broken.

Phones, laptops and other electronic devices must be turned off and put away during class to prevent unnecessary distractions throughout class.

Desktop computers only will be used for software instruction.

Grading Plan:

Grades are divided in to small group work and software instruction.

Small group lesson is 2 points per day, at most 10 points per week. Software instruction is graded on the following basis:

Students using the Read 180 software will complete six (6) segments each semester: Comprehension 10 points
Vocabulary 10 points
Context Passage 10 points
Completion 5
Log 10
Fluency 6
Total 51 points each, 306 points per semester.

Students using the System 44 software must complete 1-2 topics in a week; 30 topics per semester:
Decoding 10 points
Comprehension 10 points
Topic Process 10 points
Fluency 6 points x 4 series
Completion 5
Total 35 points per topic with an additional 24 points in fluency, 1074

Small group points will vary with the activities completed.

I can be reached through phone call or email. Please do not hesitate to contact me if you have questions and concerns. Communication and support between the student, parent, and teacher are vital to your child's success. I look forward working with your child towards a successful academic year.

Student Signature

Date

Parent Signature

Date