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*Home of Champions*

<http://www.bartowhighschool.com/>

### Syllabus

#### Intensive Reading

Courses: 3 1000410 & 3 1000410V

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**About Your Instructor** – Elizabeth Disney is a ‘Highly Qualified’ teacher and is certified in Reading, English grades 5-9, English grades 6-12, and ESOL in Florida and Georgia. She taught English in Polk County for over ten years and has taught Reading at Bartow High School for the last 3 years.

**About This Course** - The purpose of this course is to provide instruction for students in the upper grades who are not reading on grade level and who have not demonstrated proficiency on the Sunshine State Standards tested on FCAT. This course enables students to develop and strengthen reading skills and develop independent reading endurance. This course will use a combination of research-based programs and strategies that have proven successful in accelerating the development of reading skills in older students. Strategies incorporated into this course include setting a purpose for reading, activating prior knowledge, predicting outcomes, questioning, text structure, using context clues to determine word meaning, making connections between the text and the reader, making inferences, and summarizing. Critical thinking, problem solving and test-taking skills and strategies will be included in the curriculum as well as study skills for success in high school. Material will be taken from all subject areas, including subject areas not specifically tested on FCAT.

**Use of Class Time:** This class is designed for older, more mature students. Therefore, appropriate, on-task behavior is mandatory. Students will be held accountable for their behavior and their success. When not working on specific assignments, students are expected to read independently and maintain a record of their independent reading on a reading log. Some students will retake the FCAT test in October. Therefore, class attendance is imperative. Students must make up seat time in excess of 3 hours. Missed hours in excess of what is allowed by the Polk County School Board policy may result in credit being withheld for this class.

**Student Activities:** Students will engage in a variety of activities to enhance and improve the reading experience. These activities will include but are not limited to fluency practice, think-aloud activities, teacher read passages, independent reading and maintenance of a reader’s log, and various word attack activities. Students are expected to take advantage of available online reading resources and testing preparation sites such as FCAT Explorer, ACT and SAT sites during their own time.

**Materials:** Students will use the texts *Bridges to Literature*, *The Reader’s Handbook*, and *Reading in the Content Areas – Science*.

**After successful completion of this course, the student will:**

1. Demonstrate improved achievement in reading on the Sunshine State Standards benchmarks that were identified for improvement via test results.
2. Apply critical thinking, problem solving, and test-taking skills and strategies in reading in varied contexts.
3. Demonstrate use of cueing systems to gain meaning from varied text.  
**LA.A.1.4.2** use a variety of strategies to analyze words and text, draw conclusions, use context and word structure clues, and recognize organizational patterns.
4. Demonstrate use of morphological analysis (i.e. , prefixes, roots, and suffixes) to construct meaning of vocabulary.
5. Demonstrate use of appropriate and effective vocabulary, including specific content area vocabulary.  
**LA.A.1.4.3** demonstrate consistent and effective use of interpersonal and academic vocabularies in reading, writing, listening, and speaking.
6. Construct meaning of text through inference, application, and analysis.  
**LA.A.2.4.1** determine the main idea or essential message in a text and identify relevant details and facts and patterns of organization
7. Demonstrate use of appropriate before, during, and after reading strategies and critical-thinking skills to enhance comprehension of literary, informational, and technical text.  
**LA.A.1.4.1** use background knowledge of the subject and text structure knowledge to make complex predictions about content, purpose, and organization of the reading selection.  
**LA.A.2.4.2** identify the author’s purpose and/or point of view in a variety of texts and use the information to construct meaning.  
**LA.A.2.4.3** recognize logical, ethical, and emotional appeals in texts.  
**LA.A.2.4.8** check the validity and accuracy of information obtained from research in such ways as differentiating fact and opinion, identifying strong vs. weak arguments, and recognizing that personal values influence the conclusions an author draws.
8. Demonstrate flexible use of strategies and ability to adjust rate depending on purpose and type of reading materials.
9. Demonstrate comprehension of multiple sources of information in text and graphics through critical response (e.g., analysis, hypothesis, evaluation, synthesis).  
**LA.A.1.4.4** use strategies to clarify meaning, such as rereading, note taking, summarizing and outlining.  
**LA.A.2.4.7** synthesize and separate collected information into useful components using a variety of techniques, such as charts, spreadsheets, and outlines.
10. Apply study and test-taking skills to enhance achievement.  
**LA.A.2.4.5** locate, organize, and interpret written information for a variety of purposes, including collaborative decision making, and performing a school or real-world task.
11. Respond to reading through thinking, talking, and writing.  
**LA.C.3.4.2** ask questions and make comments and observations that reflect understanding and application of content, processes, and experiences.  
**LA.D.2.4.1** select language that shapes reactions, perceptions, and beliefs.
12. Demonstrate the ability to select and use materials for a variety of reading purposes, including reading for independent, recreational purposes.  
**LA.A.2.4.4** use a variety of reading materials to develop personal preferences in reading.
13. Demonstrate awareness of reading as a complex process, including awareness of the roles of reader, author, and text.  
**LA.E.1.4.3** understand various elements of authors ’ craft appropriate at this grade level, including word choice, symbolism, figurative language, mood, irony, foreshadowing, flashback, persuasion techniques, and point of view in both fiction and nonfiction.