

Name of School:

Name of Course: **Reading Workshop 7**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Reading Workshop 7 is designed for students not yet meeting district reading standards. Students will receive explicit instruction on selected reading strategies and skills designed to improve comprehension and promote enjoyment of reading. Instructional methods may include shared reading, guided reading, independent reading, fluency practice, vocabulary development, and writing.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Power Benchmarks:

- Use content area comprehension strategies before, during, and after reading.
- Employ specific vocabulary development strategies before, during, and after reading.
- Distinguish between relevant and irrelevant information to support understanding.
- Determine main idea.
- Draw and support conclusions using text references.
- Make and support inferences based on text references.
- Understand the meaning of a word in context.
- Read grade level materials with fluency.

Course Information

Reading Workshop 7 is a year-long course. **Required/Elective:** Required for students not meeting district reading standard.

Course Outline/Calendar

List of Units:

- Community Building
- Intro to Class Activities and Materials
- Strategies
- Center Guidelines
- Determine Main Ideas
- Understand Stated Information
- Draw Conclusions/Make Inferences/Deduce Meaning/Interpret Information In a New Context
- ITBS Prep
- Novel Units
 - *Great Gully Hopkins* or *Point Blank*
- Infer Traits/Feelings/Motives
- Understand Words in a New Context
- Analyze Style & Structure
- Novel Unit or Literature Circles
 - *The Cay* or *The Power of Un*
- Interpret Non-literal Language
- Identify Purpose or Viewpoint
- Required Academic Vocabulary Instruction (ongoing)

Text/Other Required Materials/Resources

- Scholastic READ XL materials
- Class novels
- *Jamestown Comprehension Series*
- *Read Naturally*
- SRA Lab
- Classroom Library

Instructional Procedures & Support

1. Shared Reading
2. Guided Reading
3. Independent Reading (self-selected with teacher approval)
4. Read Alouds
5. Think Alouds
6. District Literacy Initiative strategies
7. Explicit instruction of reading comprehension strategies and skills
8. Vocabulary development and word study
9. Conferences with individual students
10. Goal setting/monitoring

Classroom Management Procedures

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Assessment Plan

Assignment:	Description
Classwork:	Any assignment that is completed inside the classroom with appropriate teacher guidance. This could include worksheets, reading questions, reader responses, reading strategies practice, center activities, and/or short writing assignments.
Assessments:	Tests and quizzes administered in the classroom.
Research/Projects:	Includes research papers and oral and written presentations/projects.
Independent Reading Assignment:	Self-selected reading projects, logs, and/or responses.
Homework:	Any assignment that is completed outside the classroom. This could include worksheets and reading responses, and will include independent reading.

Grading System

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.
D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning

