

Name of School:

Name of Course: **Reading Intervention 6-8**

### Instructor Information

Name

E-mail address:

School phone number:

Web page address:

Best times to be reached:

### Course Description

*Reading Intervention 6, 7, and 8* is designed for students not yet meeting district reading standards. It provides a direct instruction approach and requires feedback from each student in a fast, efficient manner. The instruction carefully builds competency, leaves no one behind, and provides strong reinforcement.

### District Standards and Power Benchmarks

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

**Power Benchmarks: Grade 6:**

- Students will be able to use speaking and listening strategies and technological tools to learn and communicate in a variety of situations.
- Students will be able to use a wide range of strategies to comprehend literary and informational texts.

**Power Benchmarks: Grade 7:**

- Use content area comprehension strategies before, during, and after reading.
- Employ specific vocabulary development strategies before, during, and after reading.
- Understand the meaning of a word in context.
- Read grade level materials with fluency.

**Power Benchmarks: Grade 8:**

- Use content area comprehension strategies before, during, and after reading.
- Employ specific vocabulary development strategies before, during, and after reading.
- Draw and support conclusions using explicit and implicit text information.
- Determine meaning of unfamiliar words and phrases using context clues.
- Read grade level materials with fluency.

### Course Information

*Reading Intervention 6-8* is a year-long course.

**Required/Elective:** Required for students not meeting specific district reading standards.

## Course Outline/Calendar

### List of Units:

- Decoding A – for students virtually lacking decoding skills
- Decoding B1 – for problem readers that guess at words
- Decoding B2 – for students that have some decoding problems, show do not read at an accurate rate, who still tend to confuse words with similar spellings and who tend to make word-guessing mistakes.
- Comprehension A – for students who cannot understand concepts underlying much of the content material being taught
- Comprehension B1 and B2 – for students who are poor reasoners and have difficulty with conclusions, contradictions, and written directions
- Decoding C – for fair readers who have trouble with multi-syllabic words and typical textbook material
- Comprehension C – for students who can't comprehend sophisticated text and do not learn well from material they read
- Each level consists of lessons which grow progressively more difficult and build upon the previous lesson. Each lesson follows the following format:
  - o Word Attack Skills
  - o Deduction, induction, vocabulary, higher order thinking skills, organizing information, etc.
  - o Group Reading
  - o Individual Reading Checkouts
  - o Workbook Exercises

### Text/Other Required Materials/Resources

- SRA *Corrective Reading Decoding and Comprehension Strategies* Materials
  - o Teacher's Guide
  - o Teacher Presentation Book
  - o Student Book
  - o Mastery Test Examiner's Manual and Booklet
- SRA *Ravenscourt Books* Materials

### Instructional Procedures & Support

1. Word-Attack Skills
2. Group Reading
3. Individual Reading Checkouts
4. Workbook Exercises

## Classroom Management Procedures

### STAR Procedures:

1. Sit up
2. Track with your finger
3. Answer on signal
4. Respect Everyone

### Corrective Reading Reminders:

1. No restroom
2. No leaving the room
3. Everyone is seated and facing forward
4. Answers in pencil only
5. Grading and corrections in ink

**Point System:** this course relies on a point system with a specific amount of points possible per day. Students earn points for group and individual participation.

## Assessment Plan

<b>Assignment:</b>	<b>Description</b>
<b>Class Work:</b>	Any lesson that is completed inside the classroom with appropriate teacher guidance. This could include worksheets, reading questions, reader responses, and reading strategies practice.
<b>Assessments:</b>	Tests and quizzes administered in the classroom.
<b>Homework:</b>	Any assignment that is not completed in the allotted classroom time or work to be completed outside the classroom. This could include worksheets and supplemental materials.

## Grading System

<b>A</b>	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
<b>A<sup>-</sup></b>	90 - 92	
<b>B<sup>+</sup></b>	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
<b>B</b>	83 - 86	
<b>B<sup>-</sup></b>	80 - 82	
<b>C<sup>+</sup></b>	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
<b>C</b>	73 - 76	
<b>C<sup>-</sup></b>	70 - 72	
<b>I</b>		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.
<b>D<sup>+</sup></b>	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
<b>D</b>	63 - 66	
<b>D<sup>-</sup></b>	60 - 62	
<b>F</b>	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