**Overall Objective of Intensive Reading Instruction**

The overall objective of this high school credit course is to increase students’ proficiency in reading and ultimately pass the reading portion of the FCAT. Through consistent effort and study, the student will be able to use appropriate vocabulary to analyze reading texts in this class as well as in other courses. The student will learn strategies to strategically and critically understand expository and narrative text that focus on identifying main points, synthesizing information from various sources, compare and contrast ideas, use of context clues, structural analysis, and word connotations to gain meaning from unfamiliar words, as well as understand inferences, syntax, reference and research.

**The Year at a Glance**

**Dates for FCAT Retake are October 7-18, 2013 & April 7-11, 2014**

This class is for annual credit and fulfills a graduation requirement. The class is designed to further develop reading strategies that enhance reading skills at every level as students work toward becoming independent learners. Students are expected to work toward mastery of comprehending text both critically and strategically.

**Specific Objectives/Content (SSS):**

**Vocabulary Standards:**

LA.910.1.6.3 Student uses context clues to determine meanings of new words.

LA.910.1.6.8Student can identify advanced word/phrase relationships and their meanings.

LA.910.1.6.9Student can determine the correct meaning of words with multiple meanings in context.

LA 910.1.6.1 Student can select and use strategies to understand words and text, and can make and confirm inferences from what is read, including interpreting diagrams, graphs, and statistical illustrations.

**Reading Application Standards:**

LA.910.1.7.1 Student can use background knowledge of subject and related content areas, pre-reading strategies (e.g. previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection.

LA.910.1.6.1 Student can select and use strategies to understand words and text, and can make and confirm inferences from what is read, including interpreting diagrams, graphs and statistical illustrations.

LA.910.1.7.2 Student can analyze the author’s purpose and/or perspective in a variety of texts and understand how they affect meaning.

LA.910.1.7.3Student can determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.

LA.910.1.7.4 Student can identify cause-and-effect relationships in text.

LA.910.1.7.5 Student can analyze a variety of text structures (e.g., comparison/contrast, cause/effect, chronological order, argument/support, lists) and text features (main headings with subheadings) and explains their impact on meaning in text.

LA.910.1.7.7 Student can compare and contrast elements in multiple texts.

**Literary Analysis - Fiction/Nonfiction**

LA.910.2.1.5 Student can analyze and develop an interpretation of a literary work by describing an author’s use of literary elements (e.g., theme, point of view, characterization, setting, plot), and explain and analyze different elements of figurative language (e.g., simile, metaphor, personification, hyperbole, symbolism, allusion, imagery).

LA. 910.2.1.7 Student can analyze and evaluate an author’s use of descriptive language (e.g., tone, irony), figurative language (e.g., symbolism, metaphor, personification, hyperbole), common idioms, and mythological and literary allusions, and explain how they impact meaning in a variety of texts.

L.A. 910.2.2.1 Student can analyze and evaluate information from text features (e.g., transitional devices, table of contents, glossary, index, bold or italicized text, headings, charts and graphs, illustrations, subheadings)

N/A • Text Features (e.g., titles, subtitles, headings, text boxes, subheadings, charts, graphs, illustrations, maps, diagrams, information found in captions, stanzas, bold/italicized text).

**Informational Text/Research Process**

LA.910.6.1.1 Student can explain how text features (e.g., charts, maps, diagrams, sub-headings, captions, illustrations, graphs) aid the reader’s understanding.

LA.910.6.2.2 Student can organize, synthesize, analyze, and evaluate the validity and reliability of information from multiple sources (including primary and secondary sources) to draw conclusions using a variety of techniques, and correctly use standardized citations.

For more detailed information on course content, visit <http://www.firn.edu/doe/curriculm/crscode/basic612/basic912.htm>

For information on progress reports, report cards and the school calendar, visit <http://miamibeach.schoolwries.com>

**Reading Programs, Text, Materials:**

**USA Today Newspapers** and lessons; **FCAT released practice assessments; *Reading Plus*** (a computerized interactive reading program); ***Accelerated Reader* program**; **Amsco Retakers Reading Practice; Impact Book 3, Amsco Mastering FCAT, ACT** preparation materials; **Standards-based Literacy projects**; and **Grade Level Fiction & Nonfiction books & Articles**. Students will:

* Read online/ print-based content written esp. for adolescents in a wide range of fiction/ nonfiction subjects,
* Prepare for state and national assessments with explicit instruction in reading skills and strategies,
* Work with new vocabulary words,
* Read selections aloud/silently and work toward increased fluency,
* Read and write for a variety of purposes and write in a variety of formats,
* Be assessed regularly, both informally and formally, on reading comprehension and literacy skills

**Reading Materials**

Students will be using USA Today newspapers and lessons, FCAT released practice assessments, *Reading Plus* (a computerized interactive reading program) the *Accelerated Reader* program, Amsco Retakers Reading Practice, Impact Book 3, Amsco Mastering FCAT, ACT preparation materials, and learning-based reading projects.

Each class period students will be engaged in individual, cooperative small group, and whole class reading settings; integrated reading and writing assignments, projects and presentations. Student activities will focus on building vocabulary, increasing comprehension and fluency.

**Course Requirements**

1. Attend class and participate in all class sessions. Modeling and demonstrations of reading strategies will be conducted in class. You are expected to be prepared and to participate in all classroom activities. Your evaluation on this course requirement will be based on attendance, class participation, written work, oral presentations, and computer-based assignments.

2. Attend all classes.

3. Remain in class until it is dismissed.

4. Engage in all cooperative group work, presentations and projects.

5. Think critically about discussions in class.

6. Complete a minimum of four (4) Reading Plus sessions per week.

6. Be responsible for all information missed during your absence.

Dr. Uchtman, Rm. 207 Literacy/Enrichment/Career & College Readiness for ALL

Print Student’s name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID#: \_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Print Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_