

## Rationale

The Reading Lab incorporates research validated best practices upon the premise that adolescents can acquire reading and other literacy skills despite inconsistencies in their academic achievement. This course promotes skills necessary for the student to become active literate participants and contributing members of a global society.

## Course Description

This class is designed for the student who is a non-reader, emerging reader, and a student with significant delays in overall reading development. This course establishes and/or expands the five domains of literacy: reading, writing, speaking, listening, and thinking. The focus of the course is to remediate identified deficits and to provide strategic instruction for reading across all content areas. Generalization of these skills will be observable and measurable across school settings.

This multi-year class is taught by a state certified special education teacher/reading specialist with a maximum of 10 students per class.

## Prerequisites

Prerequisite: Completion of reading assessment, approval of Reading Specialist, and IEP team approval or building team approval.

Open to: 9, 10, 11, 12

Credit: 1 Unit - Two Semesters (Communication Arts) Additional semesters may be taken for elective credit based on the recommendation from the student's IEP team

## Course Objectives

1. The student will exercise decoding and word attack skills when presented with new or unfamiliar vocabulary within assigned passages with 90% accuracy as assessed by work samples, teacher observation, teacher created tests, and/or curriculum based tests. Locally assessed. (GLE: CA, 9-12, Rdg-1; CA2, 3; 1.5, 1.6) (A+: Reading)
2. The student will employ pre-reading, during reading, and post-reading strategies with assigned passages with 90% accuracy as assessed by work samples and/or student feedback forms. Locally assessed. (GLE: CA, 9-12, Rdg-1; CA2, 3; 1.5, 1.6, 3.5)
3. The student will demonstrate acquisition of vocabulary skills by correctly pronouncing, defining, providing examples, and expressing correct usages of vocabulary concepts across content areas with 90% accuracy and assessed by work samples, writing selections, classroom participation, and/or oral presentations. Locally assessed. (GLE: CA, 9-12, Rdg-1; CA2, 3; 1.5, 1.6, 2.7)
4. The student will construct written responses exhibiting understanding of previously learned material with 90% accuracy as assessed by work samples, writing selections, student feedback form, teacher created tests, and/or curriculum based tests. Locally assessed. (GLE: CA, 9-12, Wri-2; CA1, 4; 1.8, 2.1, 2.2) (A+: Writing)
5. The student will acquire metacognition skills to internalize, think critically, and question what they read and hear with 90% accuracy as assessed by work samples, classroom participation, and writing selections. Locally assessed. (GLE: CA, 9-12, Wri-1; CA1, 4; 1.6, 1.8, 2.2, 2.1)
6. The student will make personal connections with text that will facilitate text to text, text to self, text to word meaning with 90% accuracy as assessed by work samples, classroom participation, and writing selections. Locally assessed. (GLE: CA, 9-12, L/S-2; CA1, 6; 2.1, 2.3)
7. The student will analyze and evaluated modes of print by employing strategies and skills to successfully navigate the material with 90% accuracy as assessed by work samples, classroom participation, and student feedback forms. Locally assessed. (GLE: CA, 9-12, Rdg-2; CA3; 1.5, 1.6) (A+: Research)
8. The student will orally convey thoughts, needs, ideas, and meaningful information with peers, faculty and staff, and parents in a clear and concise manner with 90% accuracy as assessed by student-teacher created rubric, student feedback forms, and student/adult observation. Locally assessed. (GLE: CA, 9-12, L/S-1; CA1, 5, 6; 1.5, 1.6, 1.10) (A+: Speaking)
9. The student will read literature selections from multiple genres using selected reading strategies and demonstrate understanding of themes, characters, genres and styles with 90% accuracy as assessed by teacher-made tests, compositions, projects, presentations and scoring guides. Locally assessed. (GLE: CA 9-12, Rdg-2; CA2, 3; 1.5, 1.6, 1.7, 2.4, 3.5, 3.6, 3.7, 3.8)
10. The student will compose well-developed paragraphs and essays consisting of three and five paragraphs that inform, persuade,

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Special Education

Grades 9 - 12, Duration 1 Year, 1 Credit

and analyze information collected from all assigned fiction and non-fiction readings that follow specified criteria for completion with 90% accuracy as assessed by teacher-created scoring guides. Locally assessed. (GLE: CA, 9-12, Rdg-3, Wri-2; CA1; 1.6, 2.2)

BOE 11-6-14