

Reading Improvement Student Syllabus 2008-2009



Course Title: Reading Improvement
Instructor: Mrs. Krug
Room: 402 (Periods 1 and 10)
Phone: (414) 550-7390
Email: krugpy@milwaukee.k12.wi.us
Text: Various literary works (novels, short stories, and poems)
 Works of nonfiction (essays, magazines, and newspapers)

Students enrolled in Reading Improvement will address the following skills and learning targets:

The Alignment of MPS 9th Grade Reading Learning Targets and WI Performance Indicators with Bloom's Cognitive Levels

Grade 9	Learning Target	WI Performance Indicators/Bloom's Cognitive Level	Learning Targets/Bloom's Cognitive levels
#1 Word Analysis	Choose and apply a variety of word analysis techniques to recognize unfamiliar words.	Application—Apply	Evaluation—Choose Application—Apply
#2 Word Comprehension	Assess, formulate, and apply a variety of reading strategies as aids to word comprehension to achieve purposes in reading.	Application—Apply	Evaluation—Assess Synthesis—Formulate Application—Apply
# 3 Text Comprehension	Analyze, explain, and demonstrate comprehension of a variety of nonfiction, fiction, and technical texts; draw on own prior knowledge from reading, experience, and cultural perspective to understand author's viewpoint to achieve purposes in reading.	Analysis—Explain	Analysis—Analyze Analysis—Explain Application—Demonstrate Analysis—Draw
#4 Fluency	Read age appropriate materials, practice, and demonstrate fluency strategies when readability and meaning are influenced by text format and content to achieve purposes in reading.	Knowledge—Read	Knowledge—Read Application—Practice Application—Demonstrate
# 5 Purpose for Reading	Gather and use a variety of materials for information, appreciation, and enjoyment to achieve purposes in reading.	Knowledge—Gather Application—Use	Knowledge—Gather Application—Use

#6 Story Elements & Structure	Explain and relate how themes in literature of the past and present are developed; predict how issues and events from different cultures and historical periods influenced writers; develop criteria to evaluate the quality of literature	Synthesis—Develop Analysis—Explain Evaluation—Evaluate	Analysis—Explain Analysis—Relate Synthesis—Predict Synthesis—Develop Evaluation—Evaluate
#7 Text Structure	Analyze and synthesize text structure and the defining features in a variety of expository genres to explain the meaning of the text to achieve purposes in reading.	Analysis—Analyze Synthesis—Synthesize	Analysis—Analyze Synthesis—Synthesize Analysis—Explain
#8 Main Ideas and Details	Identify and support main ideas and key points from different perspectives; read fiction and nonfiction text to debate a personal view on a subject and defend it orally and in writing in order to understand human experiences.	Analysis—Identify	Analysis—Identify Evaluation—Support Knowledge—Read Analysis-Debate Evaluation—Defend
#9 Literature Study	Evaluate devices authors use to influence the reader’s understanding of human experiences; judge the effectiveness of their use in different types of writing.	Evaluation—Evaluate	Evaluation—Evaluate Evaluation—Judge
#10 Research	Analyze and evaluate a variety of materials to judge the authenticity and reliability of information conveyed in text	Analysis—Analyze Evaluation—Evaluate	Analysis—Analyze Evaluation—Evaluate Evaluation—Judge

Course Requirements:

- Attend all classes.
- Complete all homework and assigned class work.
- Follow class directives.
- Come to class prepared with proper books and supplies

Grades:

- Students receive 3 six-week grades and a final grade each semester. Each six-week grade will be based on test scores, essays, quiz scores, graded assignments, homework, and class participation. Students with 6 or more absences (excused/unexcused) should not expect a grade of “A” or “B”.
- Each marking period grade is determined by dividing the number of points a student earned by the number of points possible.
 - Ex. 570 points earned
700 points possible = 84.4%

B

- Grading Scale
 - A = 90% - 100%
 - B = 80% - 89%
 - C = 70% - 79%
 - D = 60% - 69%
 - U = 0% - 59%
- Sample Student Data (This table of fictional data is intended to serve as an illustration. It does not reflect scores from an entire marking period.)

Student Name	Student ID #	Assignment 1 (5 pts.)	Assignment 2 (10 pts.)	Assignment 3 (15 pts.)	Assignment 4 (10 pts.)	Quiz 1 (25 pts.)	Essay 1 (55 pts.)	Test 1 (50 pts.)	Student Total	Points Possible	Percent	Grade
Adams, Mark	1001	2	4	10	7	20	45	25	113	170	66.4	D
Armstrong, Warren	1002	3	4	10	7	10	50	15	99	170	58.2	F
Cox, Shelly	1003	4	4	10	7	20	40	30	115	170	67.6	D
Darrow, Paul	1004	5	10	15	10	25	55	50	170	170	100	A
Davison, Calvin	1005	5	3	10	7	10	40	43	118	170	69.4	D
Gimble, Sue	1006	0	0	0	0	0	0	0	0	170	0	F
Hennings, Fred	1007	3	5	10	7	10	40	45	120	170	70.5	C
Hicks, Jason	1008	2	6	10	7	20	45	46	136	170	80	B
Hubbard, Linda	1009	1	7	10	7	10	44	47	126	170	74.1	C
Jackson, Katrina	1010	1	8	10	7	20	55	48	149	170	87.6	B
Keating, Michael	1011	2	9	10	7	10	48	49	135	170	79.4	C
Knyvette, Sally	1012	3	5	10	7	20	45	50	140	170	82.3	B
Lindsey, Patrice	1013	5	10	15	10	25	0	0	65	170	38.2	F
Lucas, Jasmine	1014	5	7	10	7	20	47	48	144	170	84.7	B
Marsh, Freda	1015	5	8	10	7	10	48	47	135	170	79.4	C
Morgan, Orlando	1016	4	9	10	7	20	49	46	145	170	85.2	B
Pearce, Jacqueline	1017	3	1	10	7	10	50	45	126	170	74.1	C
Peters, Ann	1018	2	6	10	7	20	51	44	140	170	82.3	B
Sanford, David	1019	1	7	10	7	10	52	43	130	170	76.4	C
Smith, Latoya	1020	1	8	10	7	20	53	42	141	170	82.9	B
Thomas, Gareth	1021	2	9	10	7	10	54	41	133	170	78.2	C
Zwicke, Frank	1022	0	0	0	0	0	55	40	95	170	55.8	F
Total Points Possible		5	10	15	10	25	55	50	170			

- Extra credit will not be given in lieu of regular assignments and tests.

Assignments:

- All assignments must be neatly written in INK. (Blue or black ink is acceptable. Neon or abnormally bright colors strain the eyes.)
- All assignments should be written legibly.
- Record all assignments and due dates in your assignment notebook.
- Submit your homework at the beginning of class.
- Reading outside of the classroom is required. (Ex. poems, novels, essays, short stories, etc.)
- Proper Paper Heading

>>>	F. Name L. Name Class Teacher Date
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Academic Honesty

- Cheating and plagiarism is unacceptable. Any student engaged in academic dishonest methods will earn a failing grade for the assignment/essay/test. Additionally, RUHS administration and parents/guardians will be contacted.

Make-up Policy:

- No late homework is accepted unless a student has an excused absence. In this case, the student is responsible for obtaining the missed work, and completing it within three days of returning to school. Students will not receive grades of “**A**” or “**B**” if homework is not completed.
- Tests are to be made up within three days of an excused absence. The student is responsible for scheduling a make-up time for the test. Make-up tests are not given during class time. They will only be administered after school.

Class Behavior

1. Respect everyone’s right to learn in an appropriate educational environment.
 2. Come to class prepared by bringing your textbook(s), writing utensils, 3-ring binder, loose leaf paper, and notebook.
 3. Be in your assigned seat when the bell rings.
 4. Submit homework at the beginning of the class period. Any work submitted after the “last call,” is considered late.
 5. Do not bring inappropriate items to class. Inappropriate items include but are not limited to the following items: food, beverages, mp3-players, PSP devices, and cellular phones.
 6. Remember to raise your hand and get permission to get out of your seat.
 7. **No hall passes** are issued in this class except for emergencies.
- * Other items may be added to the list when deemed necessary.

Misconduct:

Steps taken toward inappropriate behavior:

1. Warning
2. Seating rearrangement and/or one-to-one meeting
3. Detention/Home contact
4. Referral to an administrator

*Note: Students engaged in fighting or repeated classroom disruption, will be sent directly to an administrator.

Supplies:

3-ring binder
(2) 1 subject notebook
subject dividers
loose leaf paper
writing utensils