

RENTON SCHOOL DISTRICT NO. 403

DEPARTMENT OF INSTRUCTION

Reading Lab

Grades 9-12

Adopted by the Board of Directors June 2002

ACKNOWLEDGEMENTS

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A PHILOSOPHY OF EDUCATION FOR THE RENTON PUBLIC SCHOOLS

A basic function and duty of a free society is the education of its children, youth, and adults.

It is the responsibility of the schools to provide each student with the opportunities necessary to develop the scholarship, skills, and attitudes which will enable the student to achieve mental, physical, emotional, and social maturity.

Further, each student should, as a result of the school experience, be able to make decisions and to accept responsibility for those decisions.

POLICY: 6001
ADOPTED: February 3, 1977
Renton School District No. 403
Renton, Washington

RENTON SCHOOL DISTRICT NO. 403
GENERAL INSTRUCTIONAL GOALS
Policy 6010

The Renton School District fosters an educational process which helps all students achieve at their highest potential.

The Renton School District:

LEARNING

- Offers a curriculum which prepares our students for the future.
- Emphasizes that diversity contributes positively to the individual and to the community
- Provides learning experiences matched to the needs, interests, and abilities of our diverse student population.
- Extends learning opportunities beyond the school.

INSTRUCTION

- Offers a variety of high quality instructional resources and services to students, staff, and community.
- Supports multiple instructional strategies.
- Provides resources and opportunities for continuing professional development of our staff.
- Conducts ongoing evaluations of our instructional programs
- Maintains safe and inviting facilities that are conducive to learning.

COMMUNITY

- Creates partnerships which involve students, parents, staff and other community members and organizations.
- Promotes effective communication.
- Values and encourages development of a spirit of community service.
- Respects the rights and responsibilities of all.

As a result of the educational process in Renton, students will understand and apply:

Language skills including reading, writing and communication, with opportunities to learn world languages.

Mathematics skills including concepts, procedures, problem solving, reasoning, and mathematical language.

Science skills including concepts, principles, and the scientific process.

Social studies skills, concepts, and processes emphasizing history, geography, economics, international perspectives, multiculturalism, and participatory democracy.

Arts and humanities skills, concepts, and processes to create, perform, solve problems and respond effectively.

Health and physical education skills, concepts, and processes to promote lifelong physical, mental and social well being.

In order to strengthen the above curricular areas, Renton students will understand and apply:

Thinking skills including the ability to gather and analyze information, think logically, critically and creatively, integrate experience and knowledge in making reasoned judgments, and solve problems.

Career and life skills necessary for successful and responsible participation in family, work and community.

Technological skills to support learning, problem solving, and communication.

Skills necessary to be a lifelong learner and a contributor to the general welfare and the quality of life for all.

***EVALUATION:** The Renton School District regularly reviews, evaluates and modifies these General Instructional Goals to meet the changing needs of students, staff and community.*

POLICY ADOPTED: January 19, 1989

Revised: May 21, 1987

Revised: April 8, 1998

RENTON SCHOOL DISTRICT NO. 403

Renton, Washington

WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALRS) IN READING

1. **The student understands and uses different skills and strategies to read.**
To meet this standard, the student will:
 - 1.1 use word recognition and word meaning skills to read and comprehend text such as phonics, context clues, picture clues, and word origins; roots, prefixes, and suffixes of word
 - 1.2 build vocabulary through reading
 - 1.3 read fluently, adjusting reading for purpose and material
 - 1.4 understand elements of literature -- fiction such as story elements, use of humor, exaggeration, and figures of speech
 - 1.5 use features of non-fiction text and computer software such as titles, headings pictures, maps, and charts to find and understand specific information
2. **The student understands the meaning of what is read.**
To meet this standard, the student will:
 - 2.1 comprehend important ideas and details
 - 2.2 expand comprehension by analyzing, interpreting, and synthesizing information and ideas
 - 2.3 think critically and analyze authors' use of language style, purpose, and perspective
3. **The student reads different materials for a variety of purposes.**
To meet this standard, the student will:
 - 3.1 read to learn new information such as reading science and mathematics texts, technical documents, and for personal interest
 - 3.2 read to perform a task such as using schedules, following directions, filling out job application, and solving problems
 - 3.3 read for literary experience in a variety of forms such as novels, short stories, poems, plays, and essays to understand self and others
 - 3.4 read for career applications
4. **The student sets goals and evaluates progress to improve reading.**
To meet this standard, the student will:
 - 4.1 assess strengths and need for improvement
 - 4.2 seek and offer feedback to improve reading
 - 4.3 develop interests and share reading experiences

WASHINGTON STATE ESSENTIAL ACADEMIC LEARNING REQUIREMENTS (EALRS) IN WRITING

1. **The student writes clearly and effectively.**
To meet this standard, the student will:
 - 1.1 develop concept and design
 - 1.2 use style appropriate to the audience and purpose
 - 1.3 apply writing conventions
2. **The student writes for a variety of forms for different audiences and purposes.**
To meet this standard, the student will:
 - 2.1 write for different audiences
 - 2.2 write for different purposes
 - 2.3 write in a variety of forms
 - 2.4 write for career applications
3. **The student understands and uses the steps of the writing process.**
To meet this standard, the student will:
 - 3.1 prewrite
 - 3.2 draft
 - 3.3 revise
 - 3.4 edit
 - 3.5 publish
4. **The student analyzes and evaluates the effectiveness of written work.**
To meet this standard, the student will:
 - 4.1 assess strengths and need for improvement
 - 4.2 seek and offer feedback

HISTORICAL PERSPECTIVE

Oral and written language is the foundation for learning and communication. Language Arts is a core subject of every educational system. Every student is expected to “Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings” (Washington State Goal #1). Some students need additional assistance during their school career to become effective readers.

Reading Lab is an elective course that has been offered to high school students in the past. The course was last updated in 1981 but has since been dropped from our list of high school course offerings. With the advent of increased accountability, designated funds to increase student achievement, and a focus on added learning opportunities for students, schools are looking for new or different ways to assist students in reaching high standards. One of our high schools reinstated the Reading Lab course on a pilot basis for the 2001-02 school year. The program was offered to small groups of students both during and after the regular school day. The program was highly successful as demonstrated by student pre/post test scores, student comments, and reports from teaching staff in the building. Other high schools have discussed offering Reading Lab in the future.

COURSE OVERVIEW

Reading Lab is a one semester reading improvement course for students in grades 9 through 12. This course meets the requirements for one-half (.5) elective credits. Because many students enroll in this class with reading skill deficits of three or more years, the course can be repeated for additional elective credit with teacher or counselor approval.

Informal diagnostic testing is provided to all students taking the course as a means of assessing the skills and challenge areas of each student. Strategies and materials are determined on an individual student basis. Throughout the course, emphasis is placed on reading comprehension, reading fluency, vocabulary, and the general language skills needed for critical reading both in other courses and outside of school. In addition, the Reading Lab teacher attempts to develop a close pupil-teacher relationship for the purpose of creating an atmosphere that is conducive to student success and confidence building.

Prerequisite: Teacher or counselor recommendation.

COURSE GOALS

The course goals for Reading Lab are keyed to the Essential Academic Learning Requirements (EALRs). Because students generally enroll in Reading Lab to improve deficit reading and language skills, student goals will be determined on an individual basis. Generally, the goals listed below are applicable to all students in this course.

- ✓ Improved oral reading accuracy and fluency
- ✓ Improved reading comprehension
- ✓ Improved reading vocabulary and vocabulary usage
- ✓ Improved oral language skills
- ✓ Development of a positive attitude toward reading as a means of acquiring knowledge, enjoyment, and academic success
- ✓ Increased outside, non-required reading
- ✓ Improved writing (legibility)
- ✓ Improved writing (sentence structure)
- ✓ Increased grade point average in content area classes

EVALUATION

An important part of the teaching-learning process is the evaluation of how well students attain the state and district essential academic learning requirements. This evaluation assists teachers in their instructional planning, helps determine the degree to which learning has occurred, and aids in deciding when to re-teach specific learnings.

The following methods will be used in the evaluation process:

- ✓ Pre/post tests (formal and informal measures) of reading accuracy and comprehension
- ✓ Oral reading fluency measures
- ✓ Vocabulary tests
- ✓ Daily written and oral work on comprehension
- ✓ Teacher observation
- ✓ Periodic conferences between teacher and pupil
- ✓ Class participation

READING LAB

INSTRUCTIONAL RESOURCES

Basic Materials

Any basic materials that have been previously adopted for the middle or high school regular Language Arts program may be used for Reading Lab as long as those materials do not conflict with the material to be used in the students' Language Arts classes.

Supplementary Materials

Any supplementary materials that have been previously adopted for the middle or high school regular Language Arts program may be used for Reading Lab as long as those materials do not conflict with the material to be used in the students' Language Arts classes.

Reading Laboratory 2a, 2b, 2c, 3a, 3b, or 3c. Science Research Associates (SRA)/McGraw-Hill. Desoto, TX, 2000.

Supplementary Teacher Resources

Archer, A. L., Gleason, M.M., Gachon, V. *Reading Excellence: Word Attack and Rate Development Strategies (REWARDS)*. Longmont, CO: Sopris West, 2000.

Vocabulary Workshop, Introductory, First, and Second Course. Austin, TX: Holt, Rinehart, and Winston, 1994.

Vocabulary Workshop, Levels A, B, and C. New York, NY: Sadler-Oxford, 1996.

Dictionaries and Thesauri

Rescinded Materials

<u>TITLE</u>	<u>AUTHOR</u>	<u>PUBLISHER</u>	<u>DATE OF PUBLICATION</u>
A Skill at a Time Series	Walter Pauk	Jamestown	1976
Breakthrough Series	Silvariali/Sheldon	Allyn & Bacon	1976
Essential Skills	Walter Pauk	Jamestown	1976
Contact Series		Scholastic	1971
Topics for the Restless	Edward Spargo	Jameston	1974
The Turning Point in Reading	Doris W. Gilbert	Prentice Hall	1969
Reader's Digest 2000 Ed. Div	James Collins	Readers Digest	1979

Reading for Concepts (ESL)	Wm. Liddle	McGraw-Hill	1970
Sprint	Beryl Goldsweig	Scholastic	1970
Developing Listening Skills Series	Brian A. Kirk	Continental Press	1972
Writing Series	Robert Potter	Globe	1977
The Paragraph	Carolyn Smith	Ed. Publish. Serv.	1977
Personal	Kraft & Newschafer	Ginn	1975
Word Clues E. D. L.	Stanford Taylor	EDL	1962
Word Wealth	Miller	Holt	1978
Jumbo English Yearbook Series	Marie Corneliason	ESP	1977