

READ 180 – Course Syllabus

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Welcome to READ 180!

READ 180 is an intensive reading intervention program designed to help students make measurable gains in reading achievement. Students are assigned to the course based on a variety of assessments, including MAP-R, teacher recommendation, and MSA.

Within the 45-minute instructional blocks, students will:

1. participate in whole group teacher-led instruction;
2. participate in small group teacher-led instruction;
3. work independently with READ 180 computer software on individualized skills practice;
4. listen to or silently read self-selected books to build fluency and comprehension skills.

The program consists of nine different workshops using high-interest non-fiction and fiction texts. The duration of each workshop is a minimum of three weeks. Each workshop provides instruction in reading skills, vocabulary development, writing and grammar skills, and “real-life” functional reading skills. Each workshop focuses on a different reading comprehension skill as shown below:

Workshop Theme Reading Comprehension Focus

“The New Americans” Main Idea and Supporting Details
“When Disaster Strikes” Sequence
“Identity Crisis” Story Elements – Character and Theme
“Stolen Childhoods” Summarize
“Under Pressure” Problem and Solution
“Poe: The Master of Horror” Story Elements - Setting and Plot
“Alien Invaders” Cause and Effect
“Turning Points” Compare and Contrast
“The Streets of Harlem” Make Inferences

Grading

Formative Assessments – 60%

- Class work(R-book)
- Exit cards
- Comprehension Organizers & Quick Writes from Independent Reading Station
- Computer Zones (Comprehension, Vocabulary, and Spelling)

Summative Assessments – 30%

- Tests
- Writing Assignments
- End of Workshop BCRs

Homework - 10%

- Weekly Fluency Practice Signatures
- Weekly Independent Reading Log Completion



Read 180 – Class Expectations

OVERVIEW

I am very excited about the Scholastic reading program called Read 180. It is a unique opportunity to strengthen students' critical reading skills. Please read the following information carefully, then please sign and place this paper in the front of your READ 180 Data Notebook. I am looking forward to working with you this year.

Instructional Model

	Activity	Concepts/Activity
1	Whole-Group Teacher-Led Instruction	<ul style="list-style-type: none"> ➤ Students participate in introduction of the lesson workshop. ➤ The class reads together from the “rBook” to learn about the workshop topic and reading skills. ➤ Students view video segments that build background knowledge.
2	Small-Group Direct Instruction	<ul style="list-style-type: none"> ➤ Students receive diagnostically informed instruction in a small group where individual needs are met. ➤ Readers will practice reading strategies to improve comprehension.
3	Read 180 Software	<ul style="list-style-type: none"> ➤ The students will use Read 180 Software independently, providing them with intensive, individualized skills practice with immediate feedback. ➤ There are three “zones” to improve reading skills. The zones are: spelling, reading, and vocabulary. Students complete the “success zone” activities to advance to a more challenging level and demonstrate mastery.
4	Reading and Writing Skills Practice	<ul style="list-style-type: none"> ➤ Students read the Read 180 Paperback books and Audiobooks independently. The books are leveled to meet reading levels for all students. ➤ Students take “Reading Counts” quizzes to assess comprehension.

Grading Criteria for Read 180

- Assignments and tasks are designed for practice, reinforcement, extension and assessment of course indicators.
- Any task or assignment designed to show proficiency of course indicators may be assessed and counted toward the course grade.
- Students will be told how an assignment will be graded when the assignment is given.
- To be considered on time, an assignment must be in class and turned in at collection time.

Late work: and Missing Work:

- Each assignment will have a **due date**. This is the date by which you are expected to submit the assignment. Your grade will drop one letter grade if it is not turned in by the due date.
- Missing work will be recorded in the gradebook as a Z.
- The **deadline** is the last day an assignment will be accepted for a grade.

Revision of student work:

- Assessed tasks may be revised to receive a higher grade until the end of a lesson sequence.
- Revised work within a lesson sequence will be accepted until the lesson sequence assessment is given. The end of the unit assessment cannot be retaken.
- The original student work, along with the teacher feedback and/or rubric, must accompany the revised work in order to be graded.
- Quizzes may be taken a second time, however the second score will take precedence over the first. The student is responsible for attending the make-up teaching session as announced by the teacher, acquiring a parent signature before re-taking the quiz.

Extra Credit: There will be **no** extra credit as per the MCPS Grading Policy.

Attendance:

- All READ 180 materials must remain in class, therefore it is very important that your child avoid absences as much as possible.
- When your child is absent, they should call another student to find out what they missed.
- After the absence, they should talk to their teacher about make-up work or a time to come in after school and catch up.
- Work that was due on the date of the absence will be due immediately upon return.

Grade Updates

Grades entered in a teacher’s electronic gradebook are automatically uploaded to Edline on a nightly basis. Both students and parents should log into Edline regularly to check grades and missing assignments. Students are expected to know their grades, and what, if any, work is missing at all times. There should be no surprises about grades to students or parents; if so, please make sure you contact me. If you need an Edline activation code, please contact our school's Edline Superuser, Alice Marable at alice_marable@mcpsmd.org. In addition, it would be extremely helpful to enter an active email address in both student and parent Edline accounts; I use this to provide class updates as well as other communication throughout the year. In addition, one of the most useful ways we have to communicate is the students’ data notebook.

Students who do not adhere to established reading deadlines will be expected to stay after school and/or at lunch to read with Mrs. Shapiro. Phone calls home will be made to keep parents informed.

Communication:

- Student agenda book
- EdLine
- Progress reports/Interims
- Report Cards
- Phone calls or parent conferences



General Expectations:

- Positive
- Responsible
- Individuals
- Disciplined
- Excellence

Students should consistently be resourceful, respectful, responsible, and ready to learn. MVMS has adopted a system called Positive Behavior Interventions and Support to reward students for good behavior and encourage good behavior through the school.

Students’ behavior that interferes with the learning of themselves or others is unacceptable. Consequences for misbehavior will vary based upon the nature of the offense and might include: warning, student conference, phone call home, lunch or after school detention, or office referral.

Remember: You can do it! This is important! I will not give up on you! Effective Effort = Achievement!

Student Signature _____	Date _____
Parent/Guardian Signature _____	Date _____
Teacher's Initial _____	Date _____

Parent Comments:

My GOAL for you is to help you become a PROFICIENT/ADVANCED reader so you will have the skills needed for success in your future endeavors!
BACK TO SCHOOL NIGHT IS: September 15, 2009.

Content Specialist Signature:

Assistant Principal Signature:

Principal Signature: