

Reading Workshop

South Hadley High School recognizes the importance of developing reading skills for students so that they are able to access information across the curriculum. Furthermore, it is essential that all students become functionally literate in order to be productive members of society. In alignment with the Massachusetts Language Arts Curriculum Frameworks, the Reading courses are designed to produce fluent, perceptive readers. Students who are challenged by reading disabilities often need ongoing instruction and support to develop proficient decoding, vocabulary, and comprehension skills. Active participation in Reading Workshop entails successful completion of research based methodology delivered in a small classroom setting by a trained reading specialist. Students will progress through a research based, diagnostically driven program appropriate for their individual learning needs.

REQUIREMENTS

Each student who participates in Reading Workshop must have a diagnosed learning disability resulting in an IEP or 504 Plan. This course is a full year course.

RESEARCH BASED METHODOLOGY

Wilson Program, Orton Gillingham, Lindamood Bell, Read Naturally, Controlled and Enriched Text, Instructionally Appropriate Text (High Interest/Appropriate Reading Level), Non-Controlled Text

CLASSROOM ACTIVITIES: Running records, progress monitoring (teacher and student based), fluency drills/timings, sight word automaticity practice, consistent review of previously learned generalizations, spelling, dictation, ongoing development of more complex skills, context based reading of various genres working with literary terms applicable to the genre being studied, ongoing use of Read Naturally Program, ongoing exploration of syllables, grammar, and vocabulary, frequent assessment and remediation (as necessary) of learned concepts

FOCUS OF COURSE:

Fluency/Decoding: phonemic and phonological awareness, blending, isolating, and segmenting sounds, syllable type expectancies, syllable coding and syllabication, prosody, generalizations, root words, affixes, morphology, Latin meaning, context vocabulary, spelling/encoding, syntax, grammar, semantics, sight words, rapid word naming, automaticity, inflection, emphasis, tense, text features (punctuation), accent, and pacing.

Comprehension: genre awareness, prediction, vocabulary development, text features, literary term identification and exploration,

Strategies:

literal comprehension- reread to locate/clarify information, retelling elements, visualization, concept mapping, summarization, self-monitoring/questioning, recognition of figurative language and development of meaning, expository text comprehension.

inferential comprehension- metacognition, text to self connections, text to text connections, compare/contrast, text analysis.

ASSESSMENT:

Progress will be monitored and assessed on an individual basis determined IEP goals and completed mastery of sequential program steps. There are no cumulative exams, however, students are frequently assessed, both formally and informally, to determine achievement.

TIMELINE:

This course is diagnostically driven. Students progress through a series of steps when, and only when, they have reached mastery of each particular level. Although the course design progresses in a sequential and tiered manner, the timeframe for the course will vary depending upon the student's success, pace, and individual needs. Classes are arranged with this in mind, and kept small in number and matched in ability level and pace as best as is possible. Therefore, the course cannot easily be projected on a traditional curriculum timeline. Students, on average, will complete Books 1-5 during their first year of the Wilson Reading Program and progress to the final Book 12 at the end of the second year.