

READING

1000410	INTENSIVE READING	Grades 9-12
	1 credit	
1000400	INTENSIVE LANGUAGE ARTS	Grades 9-12
	1 credit	

Due to the rapidly accelerating challenges of modern society, there is a definite need to improve adolescent literacy. According to *Reading Next – A Vision for Action and research in Middle and High School literacy (2004)*, “Concurrent with this range of literacy needs, many schools are not engaging students. In addition, students are less motivated to read in later grades... a lack of incentive and engagement also explains why even skilled readers and writers do not progress in reading and academic achievement in middle and high schools. The proportion of students who are not engaged or motivated by their school experiences grows at every grade level and reaches epidemic proportions in high school (9).” In response, Port Charlotte High School’s Reading Department is committed to meeting the needs of struggling readers. As such, the following 10 elements are at the core of Port Charlotte High School’s *Intensive Reading* curricular and instruction models:

1. **Direct, explicit instruction**: Instruction in the strategies and process that proficient readers use to understand what they read, to include but not limited to Robert Marzano’s “Classroom Instruction that Works” (2005) targeted instructional strategies:
 - Identifying similarities and differences
 - Summarizing and note taking
 - Reinforcing effort and providing recognition
 - Homework and practice
 - Nonlinguistic representations
 - Cooperative learning
 - Setting objectives and providing feedback
 - Generating and testing hypotheses
 - Cues, questions, and advance organizers
2. **Metacognition**: Keeping track of one’s own understanding through fix-up strategies and other reader-awareness skills.
3. **National Reading Panel Research**: Instruction based on the five core components of Comprehension, Fluency, Vocabulary, Phonics & Phonemic Awareness.
4. **Motivation and Self-Directed Learning**: Students will build their motivation to read and learn with the instruction and supports needed for independent learning tasks they will face after graduation. For the purpose of building intrinsic motivation, reading classrooms are transitioning to become more print-rich environments that include classroom libraries as well as other language displays intended to scaffold student learning. Student choice is part of PCHS’ independent reading program.
5. **Text-Based Collaborative Learning**: Students will engage in interactive learning opportunities as they work with peers and teacher around a variety of texts.

6. **Immediate and Intensive “Individualized” Instruction (Strategic Tutoring & Differentiated Instruction)**: Teachers will provide students with intense reading, writing, and language arts content instruction as needed and as determined by progress monitoring assessment tools (teacher observation, GRADE/AGS, Kaplan Achievement Planner).
7. **Diverse Text**: Students will work with a variety of text to include informational (non-fiction) and literary (fiction) samples.
8. **Technology**: Students will be provided with individualized technology that offers relevant text to increase reading comprehension, vocabulary instruction, written responses, and fluency practices (Achieve “TeenBiz” 3000). Other technology components may include FCAT Explorer and FCAT Simulator.
9. **FCAT 101**: Students enrolled in Intensive Reading classes at PCHS will receive explicit and direct instruction on the FCAT Reading and FCAT Writing assessments. Test-taking strategies will be enforces such as thinking aloud, highlighting, question,/answer relationships, question stem analysis, multiple choice distracter analysis, short and extended response formatting, and timed testing skills. In addition, reading teachers will monitor student gains in FCAT testing skills through the development of FCAT-like assessments (teacher-made) and progress monitoring district directives.
10. **Teacher Modeling**: Teachers will model good reading skills by reading texts aloud and making their own use of strategies and practices apparent to students. Teachers will expect these skills in return from their students. As such, students will be required to read aloud and think aloud to the teacher and to peers. Whole-group direct, explicit, teacher-modeled initial instruction lessons will be followed by small group, immediate intensive instruction with teacher guidance.
11. **Students enrolled in Intensive Language Arts and Intensive Reading are required to participate in Kaplan and FAIR progress monitoring testing.**