SYLLABUS

**Reading for College & Career Success for 11th & 12th**

Ms. Keith

## Room 4-133

## You will need a spiral notebook. It will be interactive, so plan to add things to it. It will be housed in your binder and it must be kept updated and organized to be graded. I will assist and guide you with this.

**Make Up Policy: Makeup work will not be given to students in ISS.** There is an ISS assignment available online that students should access before, during, or after ISS and turn in to me. There is an ABS assignment available online also. The points from completing those assignments will substitute for the points from the missed work.

You may choose to take pictures of your work and submit it by e-mail. Keiths@pcsb.org

**Students are not allowed to use cellular devices in class. Plugging your phone into the wall to charge will result in a referral.**

 In an emergency, you may be reached at (727) 893-2780. Electronic devices such as headphones, mp3 players, cameras, tablets, and other recording devices are not permitted.

**There are testing deadlines associated with this class, such as FSA, ACT & SAT. Failure to pass one of these tests can result in not graduating. There is no time for play in this class. If graduation is not important to you, it is important to others in the room, and disruptions cannot be tolerated. If you work hard, and work with me, you can succeed. Self-motivation is key; you may need to study on your own, attend ELP after school, and/or attend Saturday tutoring sessions to achieve success and continue on the path towards graduation.**

Sharity Keith, M.A.

Reading for College & Career Success

The College Experience, Dual Enrollment

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**Have your parent e-mail me (keiths@pcsb.org) to indicate that they are on board. You will get credit for that.**

What we will cover this semester is listed in the chart below. All of the items listed can be found on the various tests you are expected to pass.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  | Intro, Main Idea, key ideas Summarizing (Somebody wanted, but, so) | Context Clues, vocabulary |
|  | Cause and Effect | text features (titles, subtitles, headings, subheadings, sections, charts, tables, maps, diagrams, captions, illustrations, graphs, italicized text, text boxes) |
|  | Compare and Contrast | figurative language (simile, metaphor, symbolism, hyperbole, pun, personification) |
|  | Purpose and Perspective | Text structure- chronological, compare and contrast, cause & effect, argument/support, definition/explanation, question & answer, listing/description |
|  | determine validity and reliability of information | Author's PurposeAuthor's Bias |
|  | synthesize information | conflict (internal vs. external)resolution |
|  | analyze and evaluate information | Supporting detailsInferencesPredictions |
|  | character developmentcharacter point of view | settingplot developmenttheme |
|  | descriptive language (tone, irony, mood, imagery, alliteration, onomatopoeia, allusion, satire) | Multiple meaning wordsRoot Words, Prefixes, suffixes |
|  |  |  |

YOU WILL READ.

“If a child reads as much as one million words per year, they will be in top 2% of all children on standardized reading tests. If a child reads as little as 8000 words per year, they will be in bottom 2% of all children on standardized reading tests. Therefore, if you read 3,000 words every day you will be in the top 2%. If you read 20 words every day, you will be in the bottom 2%.”