

Westside High School Reading Intervention Syllabus



Course Title: Language or Reading Interpretation

Course Description: This course is designed to provide specialized reading intervention strategies and techniques for high school students. Through targeted instruction, multisensory activities, and personalized support, students will develop their reading skills, enhance their comprehension, and build confidence in their abilities.

LAPTOPS

Laptops are mandatory. Students at Westside High School must bring a fully charged laptop to class daily. Students will not be permitted to charge laptops in class. If a student laptop is forgotten or not charged, that student must complete a written assignment for that day. Most class assignments will be posted online via Canvas, No Red Ink, and Quill.

CELL PHONE POLICY

Cell phones are not permitted in class. Found phones will be confiscated and parents will be notified.

LATE WORK

Late work will automatically be subject to a **highest possible grade of 70** regardless of its weight (daily, quiz, test). This applies to the first day late only. After the first day late, the work will **no longer be accepted** without proper documentation. Please refer to the HISD Absence policy regarding documentation if you have a question.

Course Objectives: By the end of the course, students will:

1. Identify and understand the characteristics of dyslexia.
2. Utilize multisensory techniques to improve reading skills.
3. Develop decoding and phonological awareness skills.
4. Improve reading fluency and comprehension.
5. Employ assistive technologies to support reading and learning.
6. Build self-advocacy skills for successful learning experiences.

Grading:

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|--------------------------|----------------------------------|---|
| • Major Grades - Tests: | 9th Grade: 60% | 10th/11th/12th Grade: 70% |
| • Minor Grades – Quizzes | 9th Grade: 40% | 10th/11th/12th Grade: 30% |

Introduction to Dyslexia and Reading Challenges

- Understanding dyslexia: characteristics, myths, and facts.
- Impact of dyslexia on reading and learning.
- Building empathy and creating an inclusive classroom.

Multisensory Reading Instruction

- Exploring various reading approaches.
- Using sight, sound, touch, and movement in reading activities.
- Designing multisensory lessons for different learning styles.

Phonological Awareness and Decoding Skills

- Understanding phonological processing difficulties.
- Strategies to improve phonemic awareness and sound-symbol correspondence.
- Phonics rules and word attack skills.

Reading Fluency and Vocabulary Enhancement

- Techniques to improve reading rate and accuracy.
- Vocabulary-building activities for struggling readers.
- Incorporating repeated reading and timed exercises.

Comprehension Strategies for Dyslexic Readers

- Pre-reading, during-reading, and post-reading comprehension techniques.
- Visualization, summarization, and questioning strategies.
- Graphic organizers and note-taking tools.

Assistive Technologies and Accommodations

- Introduction to assistive technologies for dyslexic students.
- Screen readers, speech-to-text software, and text-to-speech tools.
- Implementing accommodations in the classroom and during assessments.

Building Self-Advocacy and Confidence

- Empowering students to understand their learning profiles.
- Teaching self-advocacy skills and communication strategies.
- Celebrating successes and fostering a growth mindset.

Final Projects and Reflections

- Students will apply their learning by creating personalized reading strategies.
- Students will present their strategies and reflect on their growth throughout the course.

RETAKE POLICY

HISD School Guidelines explain that “a student may be allowed a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.”

At Westside, a retake is an assessment that matches the rigor and objectives of an original exam. Retakes often increase a student’s grade, but they may not. The primary purpose is a second opportunity to demonstrate mastery of course material.

Student Retake Eligibility

Students who score less than a 70% may be eligible for a retake. In order to qualify for a retake, **students must attend tutorials**. If a student does not attend tutorials, they may not be eligible for a retake. Please contact your teacher with any questions. On top of that, the following may also be required to qualify for retake eligibility:

- Complete prerequisite homework/daily assignments
- Complete prerequisite quizzes
- Complete test corrections

Daily grades **are not eligible for a retake** if missed. Please refer to HISD Absence policy regarding missed assignments if you have any other questions.

ABSENCES

Students who are absent on the day an assignment is due are expected to turn in the assignment upon their return to the class. A student absent on the day of a test is expected to make up the test after school on their return to campus. **If the student does not report to make up the exam within the previously stated time frame, NO CREDIT (0%, ZERO) will be given for that test.** If a student is absent, any make-up work may be retrieved from the daily folder in the room. Do not come and ask me what you missed.

Extra credit will rarely be made available. These assignments are not mandatory and will be at teacher's discretion.

ACADEMIC EXPECTATIONS

Maintain a high level of academic integrity. Cheating is defined as giving or receiving aid on any assignment, be it homework or during an exam. I read everything you complete in this class, and turning in the same homework as someone else will earn both students a zero that they cannot make-up. I cannot differentiate between the cheater and the cheated, so both students will suffer for making this choice.

BEHAVIOR EXPECTATIONS

Disruptive behavior will not be tolerated in this class. You are all nearing adulthood in legal and social terms. In this class you will be expected to conform to both school and district expectations of student behavior. Infractions for disruptions (excessive talking, sleeping, cell phone use, profanity, etc) will follow the guidelines laid out in the HISD Student Code of Conduct. 1st infraction will be a warning. 2nd infraction will be a parent/ student conference. 3rd infraction will be a written referral to the Discipline Office. No exceptions and no excuses will be made.