LAP-R180 Universal & Action Literacy

Mrs. Pam Haber
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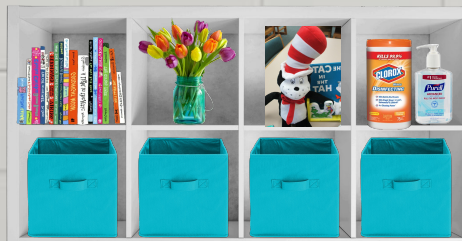
Meet the Teacher

Mrs. Haber

- This is Mrs. Haber's 22nd year at Longfellow, with it being her 26th year of teaching total. She is a Reading Specialist & LAP-R180 Universal and Action Literacy Teacher.

- Mrs. Haber grew up in McLean, VA as the youngest of 4, and went to Churchill Road Elementary, Copper MS, and Langley HS. She is a graduate of Michigan State University for her Bachelors degree and from Virginia Tech for her Masters in Reading.

- Mrs. Haber loves to read, spend time with her 15-year-old daughter and husband plus vacation at Disney World. Her favorite holiday is Halloween.

- Mrs. Haber's quest is to continually challenge adolescent children by providing an environment that is stimulating, creative, nurturing and motivating. Her goal is to teach that learning does not stop in the classroom but is found in everyday situations through study, play, discovery and observations.

Candidates

LAP-R180 Universal (**year-long literacy support class): Students that received a 410 or lower on the Reading 6 SOL will be recommended.**

- It is a **year-long class**. The day begins and ends with whole-group direct instruction.
- Whole-group instruction builds skills through teacher-directed lessons.
- The teacher will provide explicit instruction in reading comprehension, vocabulary, word study, and writing strategies.
- In between whole-group meetings, students break into three small groups that rotate among three stations. This program gets them back on track to read at grade level.
- This will replace an elective class on their schedule.

Course Description

•READ 180 Universal, a blended learning solution that pairs powerful adaptive technology with teacher-led instruction.
•READ 180 Universal is designed to provide personalized, purposeful instruction to accelerate reading success.
•It provides individualized digital experiences that engages students and ensure the mastery of critical reading skills.

•READ 180 Universal is a research-based reading support program designed to raise the reading levels and test scores of readers.
•The READ 180 Universal instructional model combines research-based reading practices with the effective use of technology, offering students an opportunity to achieve reading success through a combination of instructional, modeled, and independent reading components.

What is LAP-R180 Universal?

- Year-Long Elective that compliments the English class
- READ 180 Universal, a blended learning solution that pairs powerful adaptive technology with teacher-led instruction.

- READ 180 Universal is designed to provide personalized, purposeful instruction to accelerate reading success.

- It provides individualized digital experiences that engage students and ensure the mastery of critical reading skills.

I DO…WE DO…YOU DO

MODEL

Candidates

Action Literacy (semester-long literacy support class): Students that passed and received a score of 411-419 on their Reading 6 SOL.

- **This class is only for a semester- (typically held in the Spring)**
- Has difficulty with non-fiction reading for internal and external text structures
- Poor grades in Language Arts and History
- On grade level for reading comprehension
- This will replace an elective class on their schedule

Course Description

Course Incorporates:

- VA Reading SOLs
  - *Reading Strategies for Fiction and Nonfiction*
  - *Nonfiction & Paired Text*
  - *Some research*
  - *Some media literacy*

- Independent Reading
  - *Establishes a priority*
  - *Builds reading muscles and stamina*
  - *Nurtures the habit*

Semester Long Literacy Targets:

- For students to become active readers and work at understanding what they read – read for meaning and think deeply when necessary
- For students to build stamina as readers – press on and retain some focus with long, difficult text
- To monitor comprehension and recognize when their inner voice starts to wander to adjust to their reading
- For students to experience pleasure in real independent reading

Comprehension is a PROCESS, not a PRODUCT.
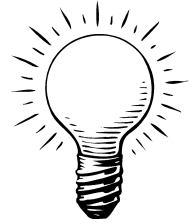
We want more than students who can answer our questions at the end of a chapter.

We want to create students who can internalize these strategies and apply them to <u>all</u> the reading situations they encounter in their lives.