



## 7th grade Basic Reading

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**Conference Period:** 8<sup>th</sup> period 2:45-3:30

**Tutoring Opportunities:** Mornings= Tues., Wed., & Thurs. Afternoons= by appointment

### Class Materials:

- Composition Notebook
- Pencils
- Notebook Paper
- Digital tools that will be used for student coursework= Canvas, Microsoft Word

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

### Course Description:

Reading skills include vocabulary development, comprehension, organization, and study skills. Research skills are introduced. This course is designed to meet the individual needs of the student. Placement in this course is determined by ARD Committee.

### Course Goals:

Students who complete this course successfully will be able to:

- Analyze how the author develops informational texts to support the main idea or argument
- Make inferences within and between various texts, supporting those inferences with relevant textual evidence
- Determine how the author's use of literary techniques and figurative language contributes to meaning

### Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/6 and the semester exam will count as 1/7 of the semester grade.
- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or re take a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments and quizzes. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

### Assignments, exams, expectations outside of the classroom:

- Aside from reading novels and reviewing notes, students will only have homework if they did not complete and assignment that was intended to be completed during class time or if they need preview something to be ready for the next class session.

- Assignments that are not turned in will be marked as “Missing” in Skyward. (Assignments that are blank or marked with an asterisk indicate a grade has not been entered.)
- Students will be reading texts of their choice in and out of class and will discuss and write about their reading.
- Students will be taking District Common Assessments – STAAR style reading tests with passages and multiple-choice questions.
- Missing assignment will be available on CANVAS

#### **Attendance/Tardy Policy/Make-Up Work:**

- Students are allowed an equal amount of days absent plus one to complete all missing work.
- Assignments will be posted to Canvas. Students can ask questions regarding assignments through Canvas, email, and during tutorials.
- Assignment and due dates are posted in Canvas and on the board in the classroom.
- Students can make up tests during tutorials. Other opportunities may be possible.
- Students who are tardy need to join class without disruption and turn in their tardy slip. Repeated tardiness will have penalties.

#### **Classroom Expectations:**

Students will be expected to follow all health and safety protocols in place at the campus. At the beginning of class, students will be seated and working when the bell rings. We will read and write daily in our classes, so it is important that students come prepared with materials, as well as a positive, productive mindset. During class, students will be expected to work with others and independently over various increments of time. Students will need to follow all expectations in the Code of Conduct. We follow the Wayside 5.

#### **Preliminary Schedule of Topics, Readings, and Assignments**

1<sup>st</sup> six weeks

- Establish Rituals and Routines
- Select independent texts and learn to monitor Comprehension
- Think about themselves as readers

2<sup>nd</sup> six weeks

- Techniques and goals authors use to develop characters
- deepen the students understanding of how authors develop characters

3<sup>rd</sup> six weeks

- Increasing the volume of reading occurring in the classroom
- How author develops the character and themes throughout a text

4<sup>th</sup> six weeks

- Introduce students to highly debated topics and analyze how authors portray the topic from different perspectives, organizational patterns, and text structures.
- Learn about all sides of the topic and have students draw their own conclusion based on their reading and text evidence

5<sup>th</sup> six weeks

- Sharpen their analytical skills as they become more articulate in expressing this thinking by focusing on multiple texts across genres about a single topic

6<sup>th</sup> six weeks

- Introduce students to Dystopian Literature and help them see how it connects to the world
- Prepare students for the STAAR test by practicing the necessary reading skills

#### **Academic Integrity: Update from GRH**

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and

unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.