



Basic Reading

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Conference Period: 6th period 1:06-1:52

Tutoring Opportunities: After school until 4:00 PM Monday, Tuesday, and Thursday
Other times available by appointment

Class Materials:

- 2 composition books to be kept in the classroom
- Pens, pencils, notebook paper
- Independent reading book
- Canvas access online
- Blue Planner

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:

Basic Reading 6

Designed to teach the basic communication processes of listening, speaking, and reading that are essential for full participation in society. Emphasis on vocabulary, listening skills, and the reading/writing connection is an ongoing part of the program. Strong attention is given to increasing both the ability and desire to read. Students will study a variety of different genres. Growth in these processes is developmental and occurs as concepts and skills are integrated and developed in meaningful situations. Students are expected to think critically, present ideas logically, and use language effectively. The program also promotes an enjoyment and appreciation of literature. This course is designed to meet the individual needs of the student. Placement in this course is determined by the ARD committee.

Basic Language Arts 6

Designed to teach basic language and writing skills, that are essential for full participation in society. Students will be able to select and use different forms of writing. Students vary sentence structure and learn to use punctuation such as periods, commas and question marks. Growth in these processes is developmental and occurs as concepts and skills are integrated and developed in meaningful situations. Students are expected to think critically, present ideas logically, and use language effectively. This course is designed to meet the individual needs of the student. Placement in this course is determined by the ARD committee.

Course Goals:

Students who complete this course successfully will be able to:

Reading Goals

- Students will develop stamina for independent reading practices as well as working efficiently with reading partners and small groups in order to increase comprehension.
- Students will navigate fiction and nonfiction texts while analyzing the features of each genre.
- Students will delve deeper into reading by making connections across genres.

Writing Goals

- Students will develop stamina to create focused genre based writing.

- Students will utilize and understand foundational moves of literary and informational writing.
- Students will practice conferring with partners and small groups in order to revise, edit and publish pieces.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 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 retake 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, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

Students will be responsible for a weekly homework assignment and studying their Greek/Latin roots, prefixes and suffixes as assigned. Your student should have an independent reading book with them during the day to read when they have finished assignments in any class. Reading nightly is also an expectation to improve their skills.

Organization

Organization is key to success; therefore, students are expected to record the learning target and assignments daily. It is their responsibility to monitor their missing work due to being absent or failure to turn it in.

Attendance/Tardy Policy/Make-Up Work:

When a student is absent, he or she should request the missed assignments and check the make-up folder for the work. Students have one day for each day missed plus one additional day in which to complete all make-up work. If there are special circumstances, the student should visit with me to consider arranging an extension of the due date. Any assignments given before the absence are due upon the student's return to school.

If a pre-arranged absence is required, a parent should send a note to school prior to the absence. As much as possible, assignments may be given and completed ahead of time. Any assignments given before the absence are due upon the student's return to school.

Students who are absent on the day that a test is given should be prepared to take the test upon their return to school. Make-up tests may need to be completed before or after school.

Students are required to be in their assigned seats at the beginning of class as determined by the tardy bell. The Wayside Discipline Policy will be followed when a student is tardy to class.

- 1) Warning
- 2) Parent Phone Call
- 3) Teacher Detention
- 4) Office Referral

Classroom Expectations:

Upon entering the classroom, students should locate their materials and begin working with a sharpened pencil on the assigned task noted on the board. Students should be prepared to work independently and in small groups in order to read and write. They should always have their planner, composition books, and independent reading

material. Students should be prepared to progress monitor their reading as it is our goal to build stamina and comprehension. At all times, the Wayside 5 is followed.

Preliminary Schedule of Topics, Readings, and Assignments

1st six weeks

- Reading Focus: launching reader's notebook and structures to support reading workshop.
- Writing Focus: launching writer's notebook and structures to support writing workshop.

2nd six weeks

- Reading Focus: a deep study of character and fiction
- Writing Focus: personal narrative unit, complex sentence creation and punctuation

3rd six weeks

- Reading Focus: short story unit across genres
- Writing Focus: literary essay, punctuation for transitions and introductory elements

4th six weeks

- Reading Focus: tapping the power of nonfiction
- Writing Focus: research based information writing

5th six weeks

- Reading Focus: connections across literary texts
- Writing Focus: poetry, pronouns and commonly confused terms

Academic Integrity:

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.