



# ENGLISH & READING FUNDAMENTALS II/III

4<sup>th</sup> - 5<sup>th</sup> period

Monday, Tues., Fri. 10:27-11:56am.

Wednesday 4<sup>th</sup> 9:14-10:33am

Thursday 5<sup>th</sup> 8am-9:12am

## 2017-2018 SYLLABUS

### Teacher Contact /Se Habla Español

Richenda Petersen [rpetersen@dist113.org](mailto:rpetersen@dist113.org), or 224-765-2325,

Room A107 by appt. only 3<sup>rd</sup>, 6<sup>th</sup>, or 9<sup>th</sup> or immediately after school. Your parents can speak or write to me in Spanish or English. (Per school rules, all visitors must contact staff and be registered ahead of time before meetings). **Homework will be posted on the board in class, as well as the Google Classroom for access and invite to students (sign up by email invitation for summaries for case managers and parents).**

### Supplies

Scholastic Real Book (Given, but pay \$40 to bookstore)

Charged Chromebook (provided through the school)

Pen or pencil

Headphones with a microphone option or ability

Spiral notebook (Given)

**English and Reading Fundamentals** is a combined double-period course for students in need of specific reading and English instruction with an Individualized Education Plan. EL services are also provided. The Roman numeral II or III represents the student's year or credit.

### DAILY STRUCTURE

At the beginning of the year we will be in whole group. By week three, **our schedule** will be:

1. At desk with materials and phone in plastic bag (bell)
2. **WELCOME & AGENDA (3-5 minutes)**
3. **WHOLE GROUP** Discussion/Video/Game/Activity **(20 minutes)**
4. **ROTATION** of three groups between:
  - a. **READ 180 INDIVIDUALIZED STUDENT APPLICATION (18 minutes)**
  - b. **INDEPENDENT SILENT SUSTAINED READING/SSR (18 minutes)**
  - c. **SMALL GROUP REAL BOOK INSTRUCTION (18 minutes)**
5. **WHOLE GROUP WRAP-UP (5 minutes)**

**English** refers to the ability to **read, write, speak/listen, and think** (connect, make meaning, metacognate, analyze and argue). We will use the guiding questions, “Why are multiple perspectives important?, ” Who am I?,” and “What are my needs and rights?” as topics to motivate and apply knowledge to other academics and life. We will checklist grade-level Common Core skills for [writing](#), [listening/speaking](#), and thinking/metacognition. However, goals and content are also subject to change along with individualized student readiness (IEP GOALS), learning styles, academic behaviors, and interest. See grading below.

**ENGLISH GRADE** - All assignments will be from 1-100 points with weights.

**Speaking/Listening** (Participation)- Activities, DO NOW written responses, games, written notebook, or discussion participation – 20%

**Language Development** – Vocabulary, spelling/fluency, and grammar in Real Book & Read 180 - 20%

**Analysis & Assessments**- (Mainly “**Making Meaning**” and “**Comprehension**” in the Real Book, projects, and some **quizzes or assessments**) - 30 %

**Academic Writing** – Multiple draft writing or academic writing online or elsewhere- 30%

**Reading** gains more background knowledge, more vocabulary, more ability to analyze self and others, and better access to independence, higher level technical jobs, people and education. Specific course goals, content, and grading may change with student readiness (Individualized Education Plan GOALS), learning styles, academic behaviors, and interest/opinion. I hope to approach grade-level Common Core reading skills using Read 180 student application work on the computer and Silent Sustained Reading/Independent Reading.

Read 180 Individualized Student Application is an updated software program with multiple modalities using repetition, visuals, oral, real life, background knowledge to empower, support, and motivate readers. Data is taken to build and measure comprehension, vocabulary, spelling or language development, details analysis through repetition, reaction time improvement, and more. **Other formative assessments** (measured tests but not graded) may include STAR Assessment or MAPs, Florida Fluency Tests, MAZE Cloze. Independent Silent Sustained Reading will include supports and assessments specific to student need/[foundational level](#), such as fluency, page goals, comprehension (literal/main ideas and details versus figurative/inferenced), identifying structure, argument, and literary elements for [non-fiction](#) and [fiction](#) to approach **Common Core skills**. Students may keep these logs online or by hand.

## **READING GRADE**

All assignments under the Reading grade will be based off points and weighted by categories. **Independent Sustained Silent Reading Strategies (SSR)** - (logs or strategies used, page goals accomplished, reading quizzes or tests) - **20-30%**

**Read 180 Individualized Student Application** - **60%** (Five sections of summative grade from the computer each quarter, with **comprehension counting x 2**)

**Assessments (Tests)**- There may also be assessment items ungraded, but measured (STAR, STAR Assessment or MAPs, Florida Fluency Tests, MAZE Cloze Test, and short comprehension paragraphs). Completion of assessments are rewarded with completion grades or extra credit. **10-20%**

In the beginning of the year, much work is not graded, only recorded as an initial assessment or baseline. After the first three weeks, you can expect grades updated biweekly.

## **INDIVIDUALIZATION TOWARDS INDEPENDENCE**

Most accommodations – extended time, small group instruction, teacher support, prompts, guided notes, computer access for assignments, attention breaks, assignments broken into parts, tests read aloud (when reading ability itself is not being measured), are included. Students are entitled to the accommodations on their IEP. I reward student-lead advocacy, and improvement towards **independence**.

**CLASS EXPECTATIONS** - Look at the acronym **P.H.E.W.** formed by my expectations. **PHEW!** is **onomatopoeia**, or a sound word, to describe our healthy workout for success!

**P**articipation – Student participation allows us to build community and challenge!

- Participate and attend **ON-TIME** by being **IN your assigned seat at the bell with all materials on your desk and phones turned over in the plastic bag** with the student's name. **Four tardies is a Dean's referral.**
- If you are late without a pass, still come! Complete the work for which you are present, even when you are very late. If you are absent often, it may be difficult to recreate learning experiences. We will talk and plan.

**How do we participate?** We may use white boards, games, or manipulatives (like notecards or cutouts), **the Chromebook (charge it)**, and phones (only with permission). Participation is recorded and graded for English (listening/speaking). Students are supported to communicate per their IEP. We celebrate life events and improvement. To build a safe community, we follow the **four agreements of Courageous Conversations**:

- **Stay engaged** – Listen with your eyes, ears, and body language. There is no computer or cellphone use unless teacher-approved. Try and try again. If struggling with attention, ask for a break or to stand up or take notes.
- **Speak your truth** – You are the expert on yourself, not others. Try to enter conversations from your experience, and let other people share about theirs. There will be time for respectful questions.  
\* Your participation must include **school-appropriate language** and be free of any hateful language **towards teachers or classmates**. If your participation violates school rules, I will talk with you and then other adults. We will develop a plan to help.
- **Experience discomfort** – Asking questions, researching, trying new strategies, thinking about your learning, and thinking about other perspectives is uncomfortable, hard work!

- **Expect and accept non-closure** – We may not agree on or learn THE perfect way to do something, or THE correct answer. However, we can try. Be patient with yourself and others to just... keep...growing.

**H**onesty- Honesty builds reliability in a community. It also makes assessments/skill development accurate, and keeps participation or work flowing. Be honest with where you are on the Courageous Conversations Compass, what you need to achieve or be motivated.

- I will usually speak to you first about “**Academic Dishonesty.**” Then I will may speak to your case manager, the Dean, and your parents.
- “**Academic Dishonesty**” is when a student copies any work from another student or source without teacher permission. “Academic Dishonesty” is if when a student copies more than three words in a row without adding “quotation marks” and citing the source (in parenthesis). “Academic Dishonesty” is if when a student has not read the Independent Silent Sustained Reading pages, but fills out the work or signs it.

**E**ffort & Editing- Effort makes you use time better. Effort makes the assessment of your skills more accurate. Effort makes class (a little J) less boring. Effort in class may earn rewards (candy, time to self, new seats, celebration, or “extra credit” points on an assignment!) since most adults work for money or reward, too. Editing means you will read and run spell check on whatever you write so that your work shows your best effort. We will use the acronym of COPS, technology and teachers to help!

**W**ork – Time will be given to model, start, and receive guidance on most work. We will revisit the work in class or that week. Sometimes you may have to complete work later.

- **Minimum requirements=60%.** In general, assignments are scored for completion or correctness. Double checking editing when given time plus full effort = 100%.
- **Students may turn in work again (with an email** stating their reason, their resource used, and plan for future work) for higher quality/grades within two weeks of being graded. If student work is over two weeks late, students can earn 60% by completing the whole assignment. Please see Google Classroom for missing work first, then IC before me.
- **I do not offer “extra credit” work,** but I reward extra effort on tasks with extra points. Come to class to complete the work for which you are present, even when you are very late. If you are absent often, it may be difficult to recreate learning experiences. We will talk and plan.Refer to the HPHS Student handbook rules for all other behavior.

***This syllabus is open to revision, so please check back for updates as student needs require!***

I read the above syllabus (course plan) and teacher expectations:

\_\_\_\_\_  
Student First and Last Name Printed

X \_\_\_\_\_

Date \_\_\_\_\_

Student Signature



