Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Course Description

This year long course is designed to improve reading as it relates to the complex text that students encounter at the high school level. The course addresses specific understandings, skills, and strategies needed to expand reading proficiency and improve achievement. The course will offer daily instruction and practice in effective reading, writing and study skills as well as the opportunity to practice and apply these learned, transferable skills.

Course Learning Standards:

<table>
<thead>
<tr>
<th>Reading (50%)</th>
<th>Executive Functions (10%)</th>
<th>Language &amp; Vocabulary (10%)</th>
<th>Speaking (15%)</th>
<th>Writing (15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading process</td>
<td>Differentiating available strategies</td>
<td>Found vocabulary</td>
<td>Think alouds</td>
<td>Narrative writing</td>
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<tr>
<td>Reading for information</td>
<td>The application of strategies to content area reading</td>
<td>Academic vocabulary</td>
<td>Demonstration of understanding (conferences)</td>
<td>(including reflections)</td>
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<td>Reading to analyze</td>
<td>Assignment notebook</td>
<td>Tiered vocabulary</td>
<td>Small group discussions</td>
<td>Expository</td>
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<tr>
<td>Reading to synthesize</td>
<td>Portfolio (binder/electronic)</td>
<td></td>
<td>Individual presentations</td>
<td>Argumentative</td>
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<tr>
<td>Independent and modeled reading</td>
<td></td>
<td></td>
<td></td>
<td>Daily writer's notebook</td>
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<td>Navigating diverse text structures</td>
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Grading:

Overall Semester grade:

- 90% of the course grade
- 10% of the final exam

The final semester grade will be rounded to the nearest percentage point.
Course Grade

*Each standard is assigned a particular percentage.*

*Within each standard, summative and formative sections are weighted as follows:*

100% Summative and 0% Formative

Grading Disbursement:

A= 90-100  B= 80-89  C= 70-79  D=60-69  F= <59

Assessment Policy

**Summative Assignments (tests, written assignments, quizzes, presentations):** These assignments are graded and serve as a final assessment of a skill or strategy within a unit. All assignments must be completed before the end of the unit.

**Formative Assignments (class work, activities, some homework):** Formative assessments include class activities, work, some homework, or some presentations that are not included for a numerical grade. These are meant to inform the student on the expectations for summative assessments or to allow the students to practice a skill without adverse consequences. These assignments are not optional and should be taken seriously even though they are not worth a formal grade.

Reassessment Policy

**Reassessment policy (reassessments are only on summative work, excluding final exams):**

Assignments can be revised for credit (see reassessment policy for qualifications). Assignment notebooks must be completed daily and may not be revised.

**Assessment Reassessment Policy (reassessments are only on summative assessments, excluding final exams):**

1. To be eligible for reassessment, the student must have submitted the work on time when it was originally due.
2. All formative work must be completed before the summative assessment may be turned in.
3. Students are only allowed reassessment on summative work on which they receive a 79% or below.
4. The reassessment times and locations are left up to the individual teacher.
5. Student must decide within two days of assignment pass-back that he or she will reassess.
6. The student must meet with the teacher outside of class to determine specific areas for reassessment.
7. Students are required to complete a study strategy and attend a peer tutoring session prior to the reassessment. The study tool must be turned in to their teacher the day of the reassessment.
8. A new due date will be agreed upon by the teacher and student between one and two weeks from the pass-back date.
9. The maximum grade the student can earn on the retake is an 80%, and the higher of the two scores will be entered in Infinite Campus.

Communication
Teachers make every effort to respond to emails and phone calls within 48 hours during the work week. The best way to communicate with teachers is through email; however, if you haven’t received a response in 48 hours, please resend the email or call their voicemail. Your email may have gone into the spam folder.

Help

- Make an appointment with your teacher.
- Attend S.O.S (supervised open study) in the Learning Commons M, W, & Th from 3:15 to 4:15.
- Drop in for peer-tutoring during lunch periods or before school through the Literacy Center.

Parents or Guardians

We need your help!
- Parents should actively check Infinite Campus for their student’s grade.
  - The grades on Infinite Campus will be accurate only at Mid-Quarter and Quarter. Prior to those dates, the grade reflected is fluid.
  - Infinite Campus is a communication tool until final grade is posted.
- Please ask your student about their school work.
- Check with your individual teacher for classroom procedures, schedules, and daily class news.

Dear Parents:

Reading is a central focus in the literacy program, and as we begin a new school year we would like to share some thoughts about reading with you.
Reading is a skill. The only way to get better at reading is to read – this holds true for excellent readers as well as reluctant readers. With this in mind, our goal is for your student to read many books at an appropriate independent reading level. We will do our best to motivate your student to read academically as well as for pleasure. Each day, students will have independent reading time at the beginning of class where they are required to read a self-selected novel.

To help your student engage with a wide variety of novels, we have worked hard to develop a classroom library. This library is available to any student who wants to choose a book to read recreationally. Research shows that availability of books is a major motivating factor in getting teens to read. Students who read more, read better.

As teachers, we want you to know that we are sensitive to having appropriate reading material in the classroom library. That said, what is considered “appropriate” may vary from one parent to another. Some parents do not mind his or her child reading Stephen King; others parents may object to the horror genre. Please be aware that the selections in the classroom library range from elementary-level to upper-level reading material. We ask you to remain aware throughout the year to the books your child has chosen to read and assist in gauging appropriateness.

The books in the classroom library are never assigned. They are checked out on a voluntary basis only. Some students use the classroom library a lot; others find books at home or in the school or public library. Any student who checks books out of the classroom library is asked to have a parent or guardian sign below indicating that this classroom library letter has been read and understood.

If you have any questions or concerns, please feel free to contact your child’s literacy teacher.

Sincerely,

Ms. Heather Schild, Instructional Coordinator
hschild@naperville203.org

Dr. Angelica Kalat
akalat@naperville203.org

Mrs. Christy Wingle
cwingle@naperville203.org

Mrs. Stephanie Moore
skmoore@naperville203.org

Mrs. Jennifer Johnson
jmjohnson@naperville203.org

I have read and discussed the syllabus and expectations of the reading class with my son/daughter.

__________________________________________
Guardian’s Name (printed)

__________________________________________
Guardian’s Name (signed)

__________________________________________
Guardian’s email

__________________________________________
Student’s Name (printed)

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