

Open Disclosure Document

Clayton Middle School

2014-2015

Boyd Christiansen Resource 7th and 8th Reading

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Course Description

This course will provide students with an opportunity to strengthen reading skills in phonics application, fluency, vocabulary and comprehension. A main focus will be to close any learning gaps in a student's ability to decode words and to bring fluency to benchmark. All students will have instruction in decoding multisyllabic words.

Course Goals and Objectives

The general outcome for this course is to build and strengthen the reading skills of the students. Students will be assessed and grouped as needed for small group instruction to close any learning gaps in a student's ability to decode words. Fluency will be monitored weekly with students challenged to increase their reading rate by two words per week.

Students will have exposure to literature and follow the Utah Core Curriculum which outlines specific standards for student learning. The Core curriculum includes ideas, concepts, and skills which provide a foundation on which subsequent learning may be built. The state Core can be accessed on the Utah State Office of Education's website at <http://www.schools.utah.gov/core>.

Format and Procedures

By the end of the year, students will have the opportunity to read and comprehend informational text and literature, including stories, dramas, and poems, in the grades 7-8 complexity band with scaffolding as needed at the high end of the readability range.

Course Materials

- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects; USOE, 2013
- Rewards – Multisyllabic Word Reading Strategies; Anita I. Archer, Mary M. Gleason, Vicky Vachon, 2000, Sopris West Publisher, ISBN 1-57035-272-0
- Phonics for Reading; Anita Archer, James Flood, Diane Lapp, Linda Lungren, 2011, Curriculum Associates, ISBN 978-0-7609-6897-0
- The Fluent Reader; Timothy V. Rasinski, 2003, Scholastic Professional Books, ISBN 0-439-33208-7
- Various novel studies conducted through a Literature Circle format.

Course Requirements

Students will be expected to be involved in reading text every day. Students will work in small group instruction to close any learning gaps in a student's ability to decode words. Fluency will be monitored weekly with students challenged to increase their reading rate by two words per week. Students will read and comprehend informational text and literature, including stories, dramas, and poems, in the grades 7-8 complexity band. This will be facilitated through the practice of Close Read.

Behavioral expectations for students in the class are:

1. Be Your Best. – Students are expected to give their attention during teacher instruction, participate in class, use their time wisely, and push themselves for improvement in their reading skills.
2. Be Respectful. – Students will be respectful to their peers, the teacher, and of themselves.
3. Students are to raise their hand to speak. – Only one person is to speak at a time. Talking out and unnecessary conversations between students are not allowed. When the teacher is talking, no student talking is allowed.

4. Follow directions the first time given. – Students are expected to follow teacher directions the first time and abide by the classroom expectations.
5. Be ready and be on time. – Students will be in their seats when the bell rings. Come to class with a pencil. Students will use their daily planner to record daily class assignments and/or homework. Homework will be considered to practice reading at home each night. Homework may be assigned as part of research projects.

Grading Procedures – Parents will be notified about progress at midterms, quarterly, and at parent teacher conferences. Parents may access grades through PowerSchool on the internet by going to Clayton Middle School’s website at <http://clayton.slcschools.org/> selecting PARENTS, Parent-Student Portal, and logging on to PowerSchool with the parent ID and password obtained from the Clayton Middle School office.

Grading scale: 100-95% = A, 94%-90% = A-, 89-87% = B+, 86%-83% = B, 82%-80% = B-, 79%-77% = C+, 76-73% = C, 72-70% = C-, 69-67% = D+, 66-63% = D, 62-59% = D-, 58% and below = F.

- Academics – All work, assignments, quizzes, homework will be worth 10 points each. Tests may be graded differently. Students will be allowed to make up late work, missed assignments, homework, tests, or quizzes, for excused absences. Students may do extra credit to make up for missed discussions and projects.
- Citizenship – 30 points (6 points per day) will be awarded to students each week in the area of Citizenship. Students who choose not to follow the classroom behavior expectations will lose citizenship points.

Consequences will always begin with a Verbal Warning – student is to Revise and Rethink their behavior, and/or Restate an appropriate response. If a student continues to choose not to follow expectations, this will be considered the 1st occurrence, and a loss of 1 point. The 2nd occurrence, a loss of 1 point. The 3rd occurrence will impose a 1 minute detention after class, and loss of 1 point. The 4th occurrence will require the student to make a phone call home, right on the spot, and a loss of 1 point. I feel it is important for parents to be aware if their child is repeatedly choosing not to follow classroom expectations. The loss of citizenship points will have a negative effect on their overall grading profile.

The Salt Lake City School District does not discriminate on the basis of age, color, disability, national origin, pregnancy, race, religion, or sex.

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Open Disclosure Signatures

I have read and understand the requirements of Resource 7th and 8th Grade Reading 2014-2015.

Parent Signature

Student Signature