READING FOUNDATIONS 2

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**Course Focus:**

Students will focus on reading strategies and skills that will help them to comprehend grade level texts and prepare them for high school and beyond.

**Program Understandings**

*The student will understand that…*

•effective readers use a variety of strategies to comprehend, interpret, evaluate, analyze, and appreciate print and non-print texts and transfer knowledge (about content, language, and text structures) gained from reading to writing.

•effective readers use non-fiction and fiction from print and non-print texts to acquire knowledge, meet personal, workplace, and societal needs as critical and creative thinkers, develop understanding of United States and world cultures, historical and literary time periods, and a variety of fiction and nonfiction genres, and gain understanding of human experience.

**Course Understandings:**

*The student will understand that...*

• Fluent reading enables efficient processing and comprehension of text.

• Recognizing when reading breaks down allows a reader to utilize specific reading strategies to regain comprehension.

• Enhancing a working vocabulary will increase the ability to discern meaning.

• Application of higher-level thinking and reading strategies leads to comprehension.

• When reading strategies are applied in content areas, academic performance will increase.

**Expectations:**

Students are expected to participate fully in all of the reading, writing, and computer activities that are done in class. Students are expected to show improvement toward grade level reading on standardized tests which are used to measure growth during and at the end of the term. Students are also expected to come to class prepared and ready to work.

**Classroom Materials:**

Every student MUST have a **single subject notebook** dedicated solely for this class. This notebook can be kept in class. If the student decides to take it with them, it MUST be brought to class each day along with an **Independent Reading Book**. This notebook will be turned in on Fridays and therefore should NOT be used for another class.

Students will use the Achieve 3000 computer program, practice extended independent reading, and work in small groups for direct instruction on the reading strategies and higher level thinking skills.

**Assignments:**

•Daily independent reading and reading response; book talk

•Daily independent work on comprehension skills in Achieve 3000

•Daily work in small group

**Absences/ Make-up Work:**

You are responsible for all work missed during an excused absence. Upon your return to class, check the trimester calendar and with the classroom teacher for specific details of what you missed from your absence. If you know in advance that you will be absent, please see the teacher for make-up work.

**Grades are weighted as follows:**

**Independent reading – 25%** Each day, you will read in class for 20 minutes. **After** your 20 minutes, you will be given time to complete your reading log. You will need to write in your reading log in your notebook. Include the date, title, your thoughts about what you read and a summary. (3- 5 sentences) The reading log is due each Friday and counts for 5 points each day (~25 points per week).

**Formative 25%**

**Direct instruction work –**Short articles, reading strategies, and writing about what you read.

**Computer strategy work–** You will be working in the computer program Achieve 3000. The teacher monitors your activity and will present you with progress reports as you go along. You, as a student, are also given feedback on the computer each day when you look at your progress charts. Your computer grade is based on how you use your time on the computer and the work you do in the program.

**Vocabulary:**

It is essential to build up our vocabulary for success in reading. The number one way to build your vocabulary is through reading. This is done through your independent reading and through readings done in class in small group, whole group and through reading on the computer. We will also be building vocabulary in this course with the study of morphology, the study of roots, prefixes, and suffixes. We will have quizzes on the roots and a comprehension final at the end of the course.

**Reading Strategies:**

We will be using text strategies throughout the trimesters and talk about text structures (graphs, pictures, maps etc… within a chapter).

**Class assessments – 40%**

***Book Talks:***

Everyone must read at least **2 books** **each trimester. (record ALL books read on pink sheet )**

Everyone must complete 2 BOOK TALKS with the teacher during each trimester. Your first book talk is due at mid trimester. Your second book talk will be due the week prior to the end of the trimester. You may complete your book talk as soon as you complete your book and the book talk form. You will receive your book talk form to complete at midterm or see Mrs. Saxon as soon as you complete your book.

 **Vocabulary**

**Common Summative Assessments – 10%**

This is a test that will be given at the end of each trimester to assess the strategies the student has learned over the course of the trimester.

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| A | 93-100 | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | F | Below 60 |
| A- | 90-92 | B | 83-86 | C | 73-76 | D | 63-66 |  |  |
|  |  | B- | 80-82 | C- | 70-72 | D | 60-62 |  |  |

**Plagairism:**

Cheating will not be tolerated and will result in failure on the assignment or the exam. The following are examples of such behaviors:

● Copying from others’ papers or from another students workbook.

● Submitting others’ work as your own.

● Using notes on exams when instructions did not specifically direct you to do so.

● Submitting work done in pairs or groups when instructions did not specifically direct you to do so.

I encourage you to keep track of your student’s progress while in Reading Foundations and thank you in advance for your support and commitment to their education.