

Reading Foundations Syllabus

2022-23 Academic Year

Teacher Information

Steve Ruic, M.A.Ed.

Email: sruic@fairview.k12.oh.us

6th Period (12:53-1:38)

General Information

Description

Reading Foundations is provided to students receiving services through an IEP requiring specialized reading instruction. The course will address aspects of reading decoding, vocabulary, reading fluency and reading comprehension.

Goals

The importance of reading as a life-long skill cannot be emphasized enough. Because of this, students are expected to fully participate in each class period to get the most out of their instruction. During the class period, instruction will include:

- Direct instruction of reading decoding skills
- Reading comprehension practice
- Formal and informal assessments of their reading progress.

Expectations

While in Reading Foundations, students are expected to follow school policies outlined in the student handbook. Individual consideration is given based on needs detailed on a student's IEP.

Behavior

All members of the classroom community will demonstrate courtesy and respect toward one another in both words and actions.

Students will remain seated during the lesson. If a movement break is needed, students will ask for permission before leaving their seat. Exceptions are made for emergencies.

Bookbags

Bookbags are to remain in students' lockers. This is an expectation in all 6th grade classrooms.

Phones

Phones are not permitted in the classroom. If a student owns a phone, it should remain in their locker throughout the school day.

Tardy Policy

Tardy to Class per Quarter. According to the student handbook:

- 1st Tardy Verbal warning
- 2nd Tardy teacher detention/parent contact
- 3rd Tardy teacher detention/parent contact
- 4th Tardy and above office referral

Required Materials

For each session, students must have a charged computer and a pencil. Additional supplies for assignments will be provided to the student.

Google Classroom

Assignments and communication for Reading Foundations can be found on the Google Classroom page for Reading Foundations. An invitation will be emailed to parents to receive updates from the Google Classroom page.

Grading

Reading Foundations is a graded class. While students may occasionally be given time for self-directed activities, if they receive an assignment specific to class, they are expected to complete the assignment to the best of their ability.

Assignments

Lessons in Reading Foundations are aimed to develop:

- Phonemic awareness
- Phonics
- Vocabulary
- Reading fluency
- Reading comprehension strategies
- Written expression

Students will receive systematic multi-sensory instruction during class. While absences will occur over the course of the school year, frequent absences will create gaps in instruction that will significantly slow any expected progress.

While a majority of the work will occur in class, some homework is possible in the form of additional practice and outside reading activities.

Report Card Grades

Students' quarterly grades for Reading Foundations will be based on completion of assignments given during each session. Report card grades will be reported as Pass/Fail based on the average score at the end of the academic quarter.

Progress Reports

Progress monitoring is an important part of Reading Foundations. When a student receives services through an IEP, the student's progress on their IEP goals (determined by the student's IEP team) is monitored by the special education staff. This progress is then reported each quarter to the student's family separately from their report cards. During Reading Foundations, scores from completed assignments will be used for the purpose of progress-related data. These results will be reported on their quarterly progress report. Because of this, students are expected to put their best effort toward each assignment.

PLEASE NOTE: This is not meant to be ALL encompassing. As the year goes on, there may be a need for additional assignments or to modify expectations.

I have read and understand the "Course Expectations and Classroom Procedures" presented on this sheet.

Student Name: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____