**Reading Course Syllabus 2020-21**

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**Course Objectives**

Welcome to the 2020/2021 school year! My classroom is a diverse and positive learning environment where every student’s contribution is valued.  Students are supported to develop not only their academic ability but their social and emotional growth so that the classroom is a co-operative and fun environment where all students feel able to express themselves.

The purpose of this reading course is to make students more strategic in their

approach to basic reading skills and to help them develop as a reader. Some of the

active, strategic reading focuses that will be modeled, taught, and practiced are:

- decoding and word analysis improvement

- building fluency and word recognition

- comprehension and critical thinking skill construction

- independent reading

The reading program focuses on essential skills for the significantly below

grade level reader. Students will be encouraged to build reading skills that can be

generalized into practical situations. Attitudes about reading will be addressed. By

encouraging individual growth, the reading program will develop skill-based

confidence in each student and a belief in his/her own ability to process and

comprehend written text.

Students will be assessed by a variety of measures, both formal and informal, to

determine areas of individual strengths and weaknesses. Students and IEP teams

will help determine, based on assessment information, realistic goals for

improvement.

The goals for this reading class are for students to become more proficient in reading comprehension, spelling and vocabulary based on works of literature.  Students will also focus on sentence writing skills which will progress to paragraph and simple essay structures that can be applied to everyday use.  
  
Student performance objectives are to   
1. Develop and improve reading comprehension and fluency.  
2. Develop an interest for reading through multiple types of literature and writing.  
3. Exposure to a broad and diverse vocabulary through listening to and reading literature.  
4. Improve spelling  
5. Increase listening and speaking strategies  
6. Improve editing and proof-reading

**Office Hours**

By appointment is best for in person meetings (if safe to do so). I am scheduled to teach classes during the school day and often required at IEP meetings in the afternoons.  I do my best to return voicemails and emails promptly within 24 hours.

**Everyday School Essentials**

1. Working laptop
2. Wi-Fi
3. Headphones
4. Ready to work

**Classwork**

Students will primarily work using the online reading program, **System 44** supplemented with other appropriate curriculum.  Students will be using google classroom to complete many assignments and this together with **System 44** is accessible remotely via the internet. Students will be required to take periodical benchmark assessments in reading, spelling, fluency etc to chart their progress and identify areas for remediation.

**Late Work and Absences**

Students are responsible for making up late work due to unplanned absences and should check in with Mr. Williams to make sure they have the necessary assignments.

**Class Rules**

1. Listen and follow directions quickly.
2. Respect: Others, yourself and the school.
3. Raise your hand to speak in class.
4. Be Safe, kind and honest.
5. Be respectful and responsible.
6. Solve that problem. Use your resources.
7. Do your best!

**Homework/Reading**

In general, this class is not designed with homework as a core component however periodically students will be tasked with assignments or research that must be done independently.

**Grading Policy**

Grades are based on student participation, effort and assessment results.  These are individually determined based on their IEP goals and needs. Students have access to one-on-one attention in areas of difficulty and can repeat work as needed for a higher grade.

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| **Grading Breakdown**  Class Work and Participation - 100% | **Grade Bands**  A = 90% +  B = 80 - 89.9%  C = 70 - 79.9%  D = 60 - 69.9%  F = 59% or below |

**Participation and Collaboration**

Positive Interaction with others is an essential part of this class.  Students are expected to be helpful in creating a positive learning environment for others.  Throughout the term students will be paired with all classmates for activities and are evaluated on their ability to work with others.

**Communication to Parents and Guardians**

I welcome open and frequent communication and will contact you with any concerns I may have throughout the term.  Please feel free to call or email with any questions that you may have.

I look forward to working with you to support the success of your child at Ponderosa High School.