

Reading 7 - Syllabus

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Course Description: Reading 7 is a course focusing on learning and practicing the many skills that good readers use to gain meaning from both fiction and nonfiction text. The course will build upon and extend the reading skills learned in elementary school. Becoming a better reader will help students become better learners in all areas of their education and throughout life. Students will do a variety of reading and responding with special emphasis on developing the skills of communication, critical thinking, collaboration, and creativity.

Course Overview:

Q1 → Review basic reading skills Review elements of fiction & nonfiction Vocabulary development Independent Reading	Q3 → Nonfiction - text features and structures, main idea/details Vocabulary development Novel Study Independent Reading
Q2 → Fiction - story map, theme, genres Vocabulary development Novel Study Independent Reading	Q4 → Poetry Vocabulary development Novel Study Independent Reading

Academic Expectations

Assignment and Grading Policy: The teacher will inform students of all due dates for assignments in class, on the website/lesson plans, or on Schoology. The expectation is that all assignments will be completed on time. If an assignment is late, 20% will be deducted from the grade. Assignments, bell ringers, quizzes, tests, projects, and participation are all graded work for students. Each of these is important for students to reach the course objectives based on the Nebraska State Standards.

In Class Work/Bell Ringers: Students learn by being active participants in this class. This means all required reading must be completed for students to be fully involved. Students must also take an active role in small group and whole class discussions. Points are earned for working and completing learning activities in class.

Independent Reading: Because the best way to build any skill is to practice it, students will be required to do independent reading along with reading assigned texts in class. Each quarter, students will set their own Independent Reading goals based on their reading level, interests, and personal challenges they wish to achieve.

**** Independent Reading is a quarterly graded project. ****

Academic Integrity: Each student's learning belongs to him/her, so it's important that each one does *his/her own work* at all times. Academic dishonesty (including copying others' work, plagiarism from the internet, and inappropriate use of AI) will result in a first-time-only opportunity to make-up the assignment for full credit. Parents will be notified. Any subsequent offenses will result in additional consequences as explained in the [Student Handbook](#) (see pages 18 and 57).

Absence: Students are responsible to find out what work needs to be completed when they are absent. They will check the lesson plans and/or the DAILY AGENDA posted on the teacher's website or in Schoology. For excused absences, 2 days for every day absent are allowed to complete work. Students who are going to miss class for school activities need to communicate the absence to the teacher *at least 24 hours prior to leaving* and work needs to be completed prior to leaving for the activity.

Communication: Because I spend a large part of the day in the elementary school, the best way to communicate with me outside of class is by email. Please write a clear, appropriate message using complete sentences; I will respond as quickly as possible.

Supplies: Students will come to class with the following supplies daily:

- Charged computer and charger
- Paper, pencil, and eraser
- Reading folder
- Independent Reading book
- Earbuds/Headphones

Learning Targets: [\(Link to full state standards\)](#)

Central Ideas and Details

Citing relevant and thorough textual evidence to support ideas, evaluate the development of themes or central ideas in grade-level literary texts. **(LA.7.RP.1/LA.7.RP.2)** informational texts. **(LA.7.RI.1/LA.7.RI.2)**

Author's Craft

Citing relevant and thorough evidence to support ideas, evaluate the development and interaction of individuals, ideas, and events in grade-level literary text. **(LA.7.RP.3/LA.7.RP.4)** informational texts. **(LA.7.RI.3/LA.7.RI.4)**

Knowledge and Ideas

Citing relevant and thorough textual evidence to support ideas, evaluate how an author's perspective or use of point of view shapes the style and meaning of grade-level literary text. **(LA.7.RP.5/LA.7.RP.6/LA.7.RP.7)** informational texts. **(LA.7.RI.5/LA.7.RI.6/LA.7.RI.7)**

Range of Reading and Level of Text Complexity

Read and comprehend complex, grade-level literary texts independently and proficiently. **(LA.7.RP.8)**

Acquisition and Use

Build and use a range of conversational, academic, and discipline-specific grade-level vocabulary and apply to reading, writing, speaking, and listening. **(LA.7.V.1)**

Context and Connotation

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. **(LA.7.V.2)**

Comprehension and Collaboration

Communicate effectively and appropriately in collaborative activities for a variety of tasks, purposes, and audiences to express ideas, share knowledge, and generate new understandings. **(LA.7.SL.1)**

Presentation of Knowledge and Ideas

Present information, findings, and supporting evidence in which the organization, development, and style are appropriate to the discipline, audience, and/or context. **(LA.7.SL.2)**

Modes of Writing

Write in a variety of modes for a variety of purposes and audiences across disciplines.

-argument/support **(LA.7.W.4)** -informative/explanatory **(LA.7.W.5)**

Technology Expectations

Cell Phone Guidelines: Cell phones are not to be seen or heard in this class unless express permission has been given by the teacher. Failure to comply will result in your phone being taken and turned in to the office.

Computer Guidelines:

1. Laptops remain closed until the teacher asks you to open them.
2. The "half closed" rule is in effect at all times.
3. Follow directions about which applications and sites to use.
4. Keep your hands on YOUR OWN computer – even when helping someone.
5. NO online game playing unless approved by the teacher.
6. NO airdropping, messaging, chatting, personal email, or listening to music unless directed by the teacher as part of an assignment.
7. NO computer use with your back to the wall.

Behavior Expectations

The Centura Way: Students are expected to follow the policies of Centura Public School as explained in the student handbook. In addition, **The Centura Way** always applies to our reading class.

RESPECT

- Speak kindly and appropriately
- Listen to and value others
- Treat students, staff, visitors, and guest teachers with respect
- Respect personal space, privacy, and property
- Stand up for other when something isn't right
- Treat everyone with dignity

RESPONSIBILITY

- Make good choices, even when no one is watching
- Work hard and give our best effort
- Follow expectations and rules
- Take ownership when we make mistakes
- Come prepared to learn
- Look out for one another
- Represent Centura with pride
- Get involved and contribute to our school

BELONGING

- We make EVERYONE feel welcome, safe, supported, included, heard, valued, respected, cared for, proud, and happy to be here!

CLASSROOM RULES

- 1) Be in your seat and ready for class when the bell rings.
- 2) Listen and follow directions the first time they are given
- 3) Raise your hand for permission to speak during class.
- 4) Keep your hands and feet to yourself.
- 5) RESPECT EVERYONE!



*Everything works better when we
all work together*

Reading 7 Contract

Parents, I want to begin by telling you how much I am looking forward to working with you and your student this year. My mission is to provide every student in my class the best possible opportunity to learn, grow, and succeed. It is important for students to be in class, work actively, and take responsibility for their own learning. I will work hard to provide a variety of meaningful opportunities for them to learn. They will be working hard to learn all they need to prepare themselves for whatever their futures hold.

The attached syllabus explains the course goals, units, and expectations. You can find more details including weekly lesson plans on the "Reading 7" page of my website:

<https://sites.google.com/centuraps.org/ms-steffens-place/reading-7>

Assignments: Work assigned must be completed on time for full credit. If an assignment is late, 20% will be deducted from the grade. Any student not passing this class will be encouraged to set up an after school time to come in for help and catch up on work. Know, however, that students will have very few outside of class assignments for this course.

****Their main daily assignment is to read an independent reading book for 10 to 15 minutes.****

Independent Reading: Because the best way to build any skill is to practice it, students will be required to do independent reading along with the stories and books assigned in class. Each quarter, students will set their own Independent Reading goals based on their reading level, interests, and personal challenges they want to achieve. **Independent Reading is a quarterly graded project.**

Expectations: I expect students to be respectful, responsible, and help everyone belong. Failure to meet these expectations will result in a loss of privileges, a conference with the teacher, a behavior entry, and finally a parent contact if the issue cannot be resolved. These behavioral expectations fit within the rules in the Centura Student Handbook. I would encourage you to contact me any time you have questions or concerns about the class or your student's progress.

Please sign and complete the information below. Have your student return this contract to me as soon as possible. I will make a copy to keep and return the original to you for your reference.

Thank you for supporting your child's learning!

Kim Steffen

Student signature

Parent signature

Date

Parents, what is the best way for me to contact you?

_____ Phone (Number) _____

_____ Email (Address) _____

_____ Other _____

The best time to contact you? _____

Are there any questions I can address right now? Is there any information I should know about your student?