**SLCSE Reading II 2022-2023**

Abigail Barry—Room 1028

Long term sub from September-December 2022

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***Class Description*:**

This course is designed to help students improve their reading comprehension skills through establishing a reading habit in the busy lives of high schoolers. I am hoping that we can work together to create passionate readers who seek out every opportunity to read voraciously. Our focus will include instruction in fluency, vocabulary, linguistic elements and comprehension using a variety of fiction and informational texts. We will also use advanced word study kits, PowerUp, and other supportive instructional tools.

***Course Goals and Objectives*:**

\*To increase your comfort with and comprehension of multiple genres of reading.

\*To increase your ability to locate information and evidence from the text to support an idea or stance.

\*To understand how words “work” using and applying linguistic skills.

\*To hone your reader identity and support your academic reading in other subject areas.

***Course Materials*:**

Students will be provided with:

* Writing utensils
* Composition book,
* Canvas online work,
* Highlighters

Your student will use a variety of texts and materials in the classroom this year including:

* The House in the Cerulean Sea by TJ Klune
* Project Hail Mary by Andy Weir
* Superman Smashes the Klan by Gene Luen Yang
* Parents can make an appointment to come to the school/classroom to view the instructional materials being used in the class. Please contact Abby Barry to set up a time if you would like to view something we are using in the class.
* [Board Policy I-7: Curriculum and Instructional Materials](https://www.slcschools.org/board-of-education/policies/i-7/i-7-ap/english/) (Section V) requires parents be given advanced notice of materials that may be controversial and have an opportunity to review them and request other materials be substituted for their student.

***Instructional Opportunities*:**

You are required to participate and work every day on reading independently, working on Lexia PowerUp lessons, and reading the class text. Assignments and daily agendas will be posted on Canvas for each day of the week. If you need something, please ask. Communication is the cornerstone of successful relationships.

***Grading*:**

Grades will be updated weekly in Canvas and PowerSchool. Please be sure to check your grades. You can revise all assignments for a better grade, and it wise to do so. Assignments that are submitted after the due date will be counted as late. You may submit any assignment from the quarter up until the last week of the quarter or midterm. Take note that your late assignment will be at the bottom of the grading pile in this circumstance so it would be wise to submit assignments on or before the due date.

***Additional Information:***

# ADDITIONAL INFORMATION

# *Academic Honesty:* All SLCSD students are expected to be honest in their academic endeavors. Assignments and assessments should represent the work of the learner.

***Acceptable Use of District Electronic Devices:*** A student should only use district electronic resources for learning, which includes accessing and sharing information with teachers and other students, conducting research, and collaborating on projects. For more information on acceptable use, see [I-18: Administrative Procedures Acceptable Student Use of Internet, Computers, and Network Resources](https://www.slcschools.org/board-of-education/policies/i-18/i-18-ap/english/).)

Students are expected to be good digital citizens. This means:

* Be polite.
* Use appropriate language.
* If told by someone to stop sending messages, stop.

***Content:***

I won’t know the details of every book students read and refer to this semester, and I won’t *remember* the details of all the books I recommend to students. What I seek for all of my students is a compulsion to read—for pleasure—for knowledge—for passion for story or information that will keep them into the pages of a book past our assigned time for reading. This has tremendous benefits. Here are a few:

* **Reading relieves stress.** High school is stressful, high school during a pandemic, even more. Reading takes you out of the present and into another place and time; it’s a perfect escape.
* **Reading builds stamina.** To prepare students for college or career. Reading for an hour or two in one sitting is a basic expectation in college. Reading to understand the nuances, themes, and purpose of the document is a basic expectation for taking out a loan, buying a car, or negotiating a contract. In this class we will exercise muscles soon to be strained in the coming years. Reading for fluency and stamina has been proven to improve the reading rates for students. Fast reading develops confidence and an appetite for books as well as teaching vocabulary in context, which improves writing, but it only happens when students find books *they want to read.* But the truth is, some of those books might make you uncomfortable.
* There is a lot of talk in the media that ‘students today won’t read,’ but I believe students substitute all of those other distractions (the internet, TV, etc.) if they feel no passion for the book assigned to them. In my experience, students who haven’t been readers since elementary school will suddenly become quite passionate about reading **with the right book** in their hands.

Please do not hesitate to reach out to me to collaborate on your child’s reading success. I am looking forward to being your child’s teacher this year, and I cannot wait to see where these kids go with their reading ability.

Please sign below if you have read, understand, and agree to the items listed in this disclosure.

Caregiver’s name

Student’s name