Course Overview:
Structured Literacy III employs a systematic instructional approach to the 5 fundamental skills of reading: Phonemic Awareness - the ability to distinguish the individual sounds within words; Phonics - the connection of a sound with its corresponding symbol; Vocabulary - a primary determinant of comprehension; Reading Fluency - the ability to read and understand the meaning of words quickly and accurately; and Reading Comprehension - the ultimate purpose and goal for reading. Students will progress through the curriculum at a pace commensurate with their mastery of concepts. Lessons are enriched with readings around current events, class books, and areas of student interest.

Units and Activities: What will we be learning about and doing in this course?
Students will be engaging in multi-sensory instruction in foundational reading skills. We will enrich our lessons with read alouds, books of student interests, and independent readings.

Standards: What knowledge and skills will I gain by the end of this course?
This course will assess the knowledge and skills students build in the Anchor Standard of Reading and in specific Content Standards.
Anchor Standards: This course will assess the knowledge and skills students build in the Reading Anchor Standard. A student will be assessed based on their individualized educational plans and have multiple opportunities to show their proficiency.
Content Standards: This course builds student knowledge using the Common Core State Standards. The specific content standards that students will be assessed on are:

Reading ~ Phonemic Awareness and Phonics:
- CCSS.ELA-LITERACY.RF.5.3.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context

Reading ~ Vocabulary Acquisition and Use:
- CCSS.ELA-LITERACY.CCRA.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate

Reading ~ Fluency:
- CCSS.ELA-LITERACY.RF.5.4: Read with sufficient accuracy and fluency to support comprehension

Reading ~ Comprehension:
- CCSS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Assessment of Learning
Assessment Types:
Three types of assessments will be used to determine if you have gained the necessary knowledge and skills of this course: Formative assessments, Summative assessments, and Habits of Work for Learning. Each is briefly described below:

Formative Assessments: Formative = Forming my knowledge and skills. Formative Assessments receive a weight of .1 in the overall grade. Formative assessments are information for teachers, students, and parents on the progress students are making as they practice gaining knowledge and skills found in
Anchor Standards. Teachers use the results of these assessments as data to understand individual student learning needs, adjust instructional pathways, and modify lessons to help students better meet course standards. Students use the results of these assessments to determine how they are progressing and to plan steps to ensure their success.

**Summative Assessments:** Summative = Summation of my knowledge and skills. Summative Assessments can receive three different weights: 1, 1.5, or 2 depending on the size of the assessment, and therefore have the greatest impact on the Overall Course Mastery Grade. Summative assessments are used as a measure of independent student achievement in Anchor Standards. Throughout this course, summative assessments provide benchmark student achievement data. A summative assessment will always have clear scoring criteria (4-point scale) for students to understand how they are performing.

**Habits of Work for Learning:** Habits of Work for Learning (HOWLs) are skills and dispositions that are essential to the learning process but do not provide evidence of what a student knows or can do in relation to content. WUHSMS teachers work to foster Habits of Work for Learning in three categories: preparation, participation, and perseverance.

**Assessment Scoring:**
Teachers will provide framing for summative assessment scores using proficiency level scoring criteria for grading similar to the example below:

<table>
<thead>
<tr>
<th>Course Standard: Reading ~ Phonemic Awareness and Phonics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS.ELA-LITERACY.RF.5.3.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>R-Controlled Syllables:</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Step 8.1: Identify r-controlled sounds for ar/or/er/ir/ur in single syllable words</td>
</tr>
<tr>
<td>○ Step 8.2 + 8.3: ar/or/er/ir/ur in multisyllabic words</td>
</tr>
<tr>
<td>○ Step 8.4- 8.5: R-controlled exceptions including rr, ar/or in final syllables, para-, -ard, and -ward</td>
</tr>
</tbody>
</table>

| 1.0* | 1.3* | 1.7* | 2.0 | 2.3 | 2.7 | 3.0 | 3.3 | 3.7 | 4.0 |
|-----------------------------|
| NC* | NC* | NC* | C   | C+  | B−   | B    | B+  | A−  | A   |

<table>
<thead>
<tr>
<th>Beginning*</th>
<th>Approaching</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read/spell these types of words occasionally</td>
<td>I can read/spell these types of words often and can correct mistakes with guidance</td>
<td>I can read/spell these types of words with ease (with occasional mistakes that I can self-correct)</td>
<td>I can read/spell these types of words with ease in isolation and with proper phrasing in connected texts</td>
</tr>
<tr>
<td>I demonstrate confusion with the foundational concepts of this unit</td>
<td>I am beginning to show understanding of these concepts in my classwork</td>
<td>I show understanding of these concepts in my classwork</td>
<td>I show understanding of these concepts in my classwork and in class discussions</td>
</tr>
</tbody>
</table>

*scores in the “Beginning range” are well below proficient and thus they are below passing.
HOWL Scoring:
HOWLs will be scored at least once per checkpoint, and will be based on the frequency with which students demonstrate each of the habits: preparation, participation, and perseverance.

How is my Overall Course Grade Determined?
Overall course grades will be reported as letter grades and will be comprised of:
- Formative & Summative Scores: 95%
- HOWLs: 5%
For more information, please see the WUHSMS student handbook.

Communication:

How Do I Know My Grades?
- On Summative Assessments, a teacher will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned on formative and summative assessments
  - By monitoring the scores and Overall Course Mastery Grade in JumpRope
  - By monitoring the grades sent home quarterly through report cards

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running.

How Do I See What’s Due?
- This course will focus on in-class learning. Therefore, homework will not be assigned or posted on JumpRope.
- Formative grades based on in-class learning will be regularly updated on JumpRope.
- Summative Assessments will be given at the end of an instructional unit or Checkpoint.

Materials:
Students will work with the Wilson Reading System materials and additional texts and books. All materials needed for the course will be kept in the classroom.

Schoolwide Procedures:
Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.
Personal Mobile Devices: This class will follow the procedures outlined in the student handbook

Classroom Expectations:
To My Students,
I believe in you. I trust you. I will listen to you. You are important to me. Each member of our class community treats every other member with patience and respect. We will follow the personal mobile devices policy outlined in the student handbook. We are going to have a memorable and successful year together!
Sincerely, Mrs. Brown

Teacher Contact Information:
The surest way to reach me is through email at: jbrown@wcsu.net
I am also available at school by phone, albeit less reliably: (802) 457-1317 ext. 1105
I have read this syllabus with my parent/guardian and I have contacted the teacher with any questions I have.

Student name (printed): _________________________________________________

Student Signed: _______________________________  Date: ___________________

Parent/Guardian name (printed):  ___________________________________________

Parent Signed: _______________________________  Date: ____________________

For Parents and Guardians:

The easiest way for Mrs. Brown to communicate with me about this class is by (please circle one option and provide relevant information):

Email messages and newsletters to: (preferred address) ______________________________

Phone call to: (number and best times) _________________________________________

Thank you! I look forward to a memorable year working together to help your student reach their literacy goals.