Grade 7 Middle School Reading Syllabus 2025-2026

Teacher	**Dr. Hall**
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Course Description	This course is designed to provide students with strategies and skills to be able to read and comprehend Grade 7 literary and informational texts proficiently. Some strategies and skills students will learn include: making inferences, making predictions, visualizing, summarizing, synthesizing, and identifying cause and effect. Students will participate in teacher-led explicit instruction, guided practice, and small group instruction focused on the following pillars of reading: phonics, vocabulary, fluency, and comprehension.
Curricular Resources	This course will utilize the Savvas iLit45 curriculum, a comprehensive reading program that incorporates research-based best practices including explicit instruction and ample practice in the areas of phonics, vocabulary, fluency, and comprehension. The following extended texts will be read throughout the school year: • *Trino's Choice* • *Ask Me No Questions* • *At the Edge: Daring Acts in Desperate Times* Students will also have access to an online library of texts at their instructional reading level to read during the "time to read" and "work time" portions of their day. Please contact your child's teacher if you have concerns or questions about any of the texts.
Grading Policy	**Grading Scale:** 90% -100% A 80% - 89% B 70% - 79% C Below 70% F **Codes in Infinite Campus:** NG – No Grade I – Incomplete M – Missing **Semester Grade will be determined by:** Major Assessments: 50% Minor Assessments: 40% Practice: 10% **Grade Minimums each 9-week reporting period:** - At a minimum, two grades should be major - At a minimum, three grades should be minor - At a minimum, three grades should be practice
Grading Categories	**Major (50%)**: an assignment or assessment that is cumulative in nature that measures multiple reading strategies, skills, and standards. Majors may include unit assessments, comprehension assessments, or performance tasks. **Minor (40%)**: an assignment or assessment that measures an individual reading strategy or skill or a subset of strategies/skills/standards within a unit. Minors may include quizzes, constructed responses, and comprehension assessments. **Practice (10%)**: Daily assignments, observations, and/or engagement activities given in class or for homework to build prerequisite skills and measure progress towards mastery of reading strategies, standards, and skills. Practice assignments may include class discussions, graphic organizers, reading responses, and exit tickets. Additional Information can be found on the District's Grading/Reporting Hub.
Missing/Late Work	**Student Misses Work Due to Absence (Excused/Unexcused)** • Upon returning to school, students will have an equal number of days as they were absent to complete any late/missing assignment, assessment, and/or task(s) for full credit. • Teachers may begin deducting points from late/missing assignment, assessment, and/or task (maximum of a 25% deduction), but only after the deadline has not been met. A deadline is typically equal to the number of days the student was absent. • A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, or task.

	Student Present but Fails to Turn in Assignment, Assessment, and/or Task • Teachers may begin deducting points for a late/missing assignment, assessment, and/or task (maximum 25% deduction). • A zero may be entered in the grade book, if a student fails to turn in a late/missing assignment, assessment, or task. Additional Information can be found on the District's Grading/Reporting Hub.
Recovery Policy	Students will be given the opportunity to recover all major assessments if they score below a 75% on the assessment. Students are limited to one recovery attempt per major assessment that meets the threshold for recovery. Recovery of a major assessment should occur before the next major is given. Students are eligible to earn a replacement grade on a recovery assessment that is no higher than 75%. If the recovery grade is below the original score, the original score should stand in the grade book. The original score should be noted in the comment section of the grade book if a student recovers a major assessment. Additional Information can be found on the District's Grading/Reporting Hub.
Artificial Intelligence	**Responsible AI Use Encouraged with Teacher Permission:** Students are encouraged to use AI tools responsibly in this course with teacher permission to assist with their learning and assignments. AI can serve as an aid to enhance understanding and interaction with course content, within the boundaries of academic integrity. All AI-generated content must be accurately cited, and students are responsible for the correctness of their submissions, including any content derived from AI tools. It is essential to critically evaluate AI outputs to ensure they meet academic standards. Use of generative AI, without proper citation, is considered a violation of the Fulton County Schools Code of Conduct and may result in disciplinary action.
Non-Academic Skills	Teachers for Grades 6-12 will provide feedback on the following non-academic skills: • Self-Direction: The student follows directions and procedures, sustains attention during class, and/or resists distractions. • Collaboration: The student works well with others, asks for help when needs it, and/or shares ideas. • Problem Solving: The student can describe a problem, finds more than one way to solve a problem, and/or is aware that all actions have outcomes. • Work Habits: The student comes prepared for class, manages time and materials, and/or stays on task. Teachers will use the following key to report non-academic skills critical to student success: • Consistently demonstrates • Often demonstrates • Sometimes demonstrates • Rarely demonstrates The feedback will be reported in a separate section from academic performance every 9 weeks on the progress report/report card.
Student Supports	English learners, students with disabilities, and students with 504 plans will receive accommodations and/or modifications on all major and minor assessments and practice assignments as identified in their IEP, EL Strategy and Accommodation Plan, and/or 504 Accommodation plan. These plans are developed by designated teams and are based on individual student needs.
Communication to Parents	Grades are available to view and monitor via Infinite Campus. Communication with parents/guardians on student's academic progress will include: • Progress Reports (Every 4.5 Weeks) • Report Cards (End of the Semester: 18-week and 36-week) Additional communication with parents/guardians will occur when a student is: • In danger of not meeting expectations and/or their course average goes below a 70 • In danger of retention and/or will be recommended for retention • In danger of receiving an incomplete for the quarter and/or the course • In danger of not graduating or failing a class required for graduation • Recommended to change a class or placement level
School Website	https://campcreek.fultonschools.org/