

Public Academy for Performing Arts
Reading Mrs. Torrez Room 16 4th period

Purpose:

This class is designed to improve student's reading skills so they may do better in their other classes and on testing. Their work will be individualized to meet their IEP goal for reading. See the attached curriculum map for topics.

Daily Work: Students will work on reading comprehension strategies and improving their independent reading level through whole class, group work and independent practice.

Attendance/participation:

Students will be graded on participation and attendance. Every student will get a zero for every unexcused absence and will lose ½ their points for each unexcused tardy. Participation points may be lost for talking/ not working or other distractions from learning. Each day they have 10 points to begin. This will be 10% of their grade for the semester.

Independent Reading: Students will have an article of the day assignment. This will be online. After we work on whole class or small group assignments they will be required to do this each day.

Students also will be working on an on-line reading program (www.readtheory.org) and other comprehension activities to practice independent reading comprehension skills. Students will be expected to complete at least 2 assignments at their reading level with 60% or better grades.

Reading Log/Homework: Students will need to read 30 minutes a day. They will be reading a book of their choice that is at their reading level. If they are required to read a book for their English class for a book report or book project they may read this. Each week they will answer a question for a reading log using Google Classroom. They must have their book with them to complete this activity. This is due no later than the end of class on Monday if they are absent.

Independent reading is worth 60% of their grade.

Reading Tests

Students will be given tests to show progress in the class. They will be reading vocabulary and reading comprehension tests. They will be given every quarter. They will be graded based on progress. This is 10% of their grade.

Interactive notebooks/ Unit Assessments

Students will keep in the classroom a notebook with their notes for class and responses to reading that are required in class. Students will be graded on work completed in groups and partners. Students will be graded on all independent activities. For group and partner activities they will be given a participation grade. This will be 20% of their grade.

Grading Policy:

- 10% attendance/participation
- 60% Independent Reading
- 10% Reading Comprehension Tests
- 20% Interactive Notebook/response Journal

Semester Final Exam- Students will take a reading comprehension exam based on what was taught each semester at their current reading level based on classroom activities. This will be 20% of their semester grade per school policy.

Classroom Rules and Discipline Policy:

1. Be respectful to adults and peers
2. Be respectful of each other's space
3. Be respectful of each other's right to learn
4. Be on time and prepared for class.

Students are expected to behave properly at all times. Failure to do so may result in a verbal warning, parent phone call and or conference, or referral to the office.

Cell Phone Policy:

Students are to put their cell phone into the cell phone pocket by the door upon entering the class. It needs to be off or on silent. Any cell phones that are not in the pocket will be taken away and returned at end of class. If this happens more than once the phone will be taken to the office to be picked up at the end of the school day.

Supplies:

Students are required to have a pencil, their homework folder, agenda and interactive notebook at their assigned seat every class period. On Friday s they need to have their current independent reading book as well. If they forget it they will lose 10 points from their reading log grade. They will still be required to complete their reading log by Monday or they will receive a 0. They may not have any other belongings.

Google Docs: Students at PAPA are given a google account to use for PAPA classwork. Students will be able to log in from home if necessary but will be given class time to work on their reading activities each day. If they are out and can do the make up work at home that will save them having to come in at lunch for make up work. Students that do not make up assigned work per school policy will get a zero if it is an unexcused absence. If they are excused they will get a 50%.

Powerschool:

Parents and students may log in to check their grades on Powerschool at any time.

Contact Information:

Carol Torrez

The School's Phone # 830-3128

Cell # 363-4612 x44436

ctorrez@paparts.org

I have 2nd period prep and 6th period IEP prep

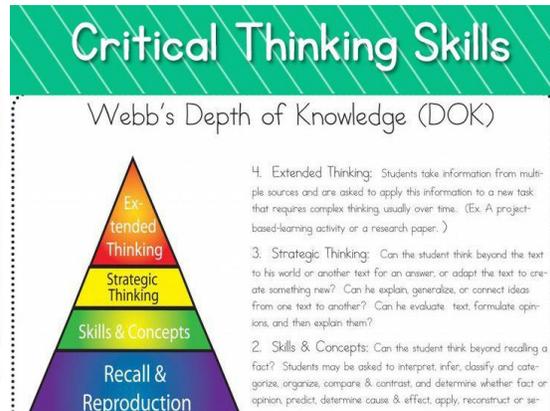
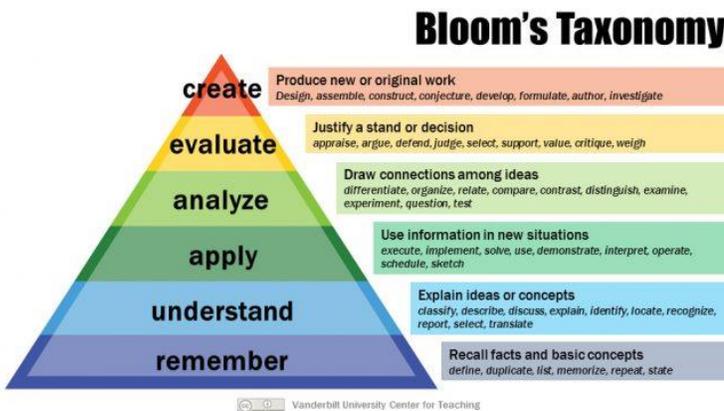
*E-mail or text messages are the best way to reach me. I will do my best to return all e-mails within 24 hrs. If you do not hear from me in 24 hours please text or call me as occasionally mail will go into the junk folder and I will miss it.

Remind: I will also be using the Remind app to help contact you about info for the class. If you join remind your child will get 25 extra credit points for their independent reading grade.

remind.com/join/7e9242

This Syllabus will also be on the google classroom site all year. You can have your child show you this as well.

At PAPA we all have high expectations for the students we use the following to help us plan out instruction.



Reading Curriculum Map

Reading for the general ed classroom:

- **How to use your accommodations to do your best**
- **Text Features-CCSS.ELA-LITERACY.RI.6.10, 7.10 & 8.10**
- **Notecards, Notes- Study Strategies-CCSS.ELA-LITERACY.RI.6.10,7.10 & 11.10**

Understanding Fiction (Summarizing, main idea, author purpose, types of fiction, setting, characters, etc :

- **Fiction-CCSS.ELA-LITERACY.RL.6.2, 7.2 & 8.2**

Understanding Non-Fiction (Summarizing, Main Idea, Author Purpose)

- **Non-Fiction- CCSS.ELA-LITERACY.RI.6.2, 6.5, 7.2 , 7.5, 8.2 & 8.5**

Types of questions in reading: CCSS.ELA-LITERACY.RI.& RL.6.3, 7.3 & 8.3 & CCSS.ELA-LITERACY.RI. & RL 6.1, 7.1 & 8.1 & CCSS.ELA-LITERACY.RI .6.8, 7.8 & 8.8

- **Compare and contrast**
- **Main idea (more in depth practice)**
- **Summarizing (more in depth practice)**
- **Reading with critical thinking**
- **Fact vs Opinion**

Citing Textual Evidence RACE

- **Fiction- CCSS.ELA-LITERACY.RI.6.1, 7.1 & 8.1**
- **Non-fiction -CCSS.ELA-LITERACY.RI.6.1, 7.1 & 8.1**

Students will work on these skills to level possible based on their own abilities and IEP needs. Students will be expected to reach highest level on both Blooms Taxonomy and Webb's Depth of Knowledge based on their abilities and previous knowledge on each skill/standard.

