

**Public Academy for Performing Arts**  
**Reading Mrs. Torrez Room 16**

**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.

**Student Activities for Learning:** Students will work on reading comprehension strategies and improving their independent reading level through teacher lead activities and independent activities and reading.

**The content will be the same no matter what Instructional Model we are using.**

**At the bottom of this syllabus are links to videos explaining each program that students are using. If at any time you or your student need help to access any of their content, please contact me immediately. Also please make sure you fill out the parent survey for me so that I have the best way to contact you if needed. I am here to support you and your child during this unique and challenging school year.**

**Assessments: During the first two weeks of school students will be taking some assessments to make sure I know their reading level so that I can assign them appropriate work. Please make sure the only help they get on these is if they need help logging in. I will send instructions to you in a separate e-mail with the week's plans. They will take them again at the end of each Quarter. Once we are back in school either hybrid or all of us these will be taken at school.**

**Remote Learning Activities:**

The weekly schedule will be posted and send to parents by the end of the week before so that students know the schedule. Assignments will be accepted late but after one week they will lose 10% off the grade. This is to encourage students to not get too far behind. I will be contacting you each week if there are any missing assignments so that we can make a plan to help your child get the work done without being overwhelmed.

If your child is ill, please let me know. I can adjust work as needed to help them get caught up once they are feeling up to it.

**Checklist:** Each day students will have a checklist of the day's activities to mark off and submit when they are complete. Links for the activities will be next to each activity.

**Zoom Meeting** (2 times per week): First day of the week and then another day as scheduled. **Students are required to attend all Zoom meetings or if they have a reason that they cannot attend and they will be required to watch the recording on EdPuzzle to make it up.**

**Bell Ringer Activities:** On Zoom days these are integrated into the Zoom time. On the other days, students will be assigned sound cards. (It is a video that they practice phonemic sounds with) The other activity they will do is using FLIPGRID. This is a program they will record a response to the activity I post. These are activities that during in-person school we do as a bell ringer and they are very important parts of the reading lessons.

**Interactive Notebook:** Students will have a virtual interactive notebook with activities that they will need to complete each week.

**EdPuzzle:** Students will have an EdPuzzle activity assigned each week to complete.

**IXL:** Students may be assigned IXL activities to practice the concept of the week. If there is not an appropriate IXL lesson they will have an extra activity in their Interactive notebook.

**Readworks:** Most weeks students will have a reading comprehension activity at their level on Readworks to complete.

**Readtheory:** Students will be required to complete at least 1 quiz 3 different days each week.

Quizizz: This may be used occasionally.

### **Grading Policy:**

10% Zoom or EdPuzzle make-up

10% Bell Ringer

10% Daily Checklist

30% ISN and EdPuzzle

40% Independent Activities (IXL, Readworks, Readtheory)

### **Hybrid:**

The weekly schedule will be posted and sent to parents by the end of the week before so that students know the schedule. The schedules will differ slightly because of the way we are doing every other day attendance. Assignments will be accepted late but after one week they will lose 10% off the grade. This is to encourage students to not get too far behind. I will be contacting you each week if there are any missing assignments so that we can make a plan to help your child get the work done without being overwhelmed.

If your child is ill, please let me know. I can adjust work as needed to help them get caught up once they are feeling up to it.

**Checklist:** Each virtual day students will have a checklist of the day's activities to mark off and submit when they are complete. Links for the activities will be next to each activity.

**Bell Ringer Activities:** On in class days they will be part of class.. On the other days, students will be assigned sound cards. (It is a video that they practice phonemic sounds with) The other activity they will do is using FLIPGRID. This is a program they will record a response to the activity I post. These are activities that during in-person school we do as a bell ringer and they are very important parts of the reading lessons to complete on virtual days.

**Interactive Notebook:** Students will have a virtual interactive notebook with activities that they will need to complete each week.

**EdPuzzle:** Students may have an EdPuzzle activity assigned occasionally.

**IXL:** Students may be assigned IXL activities to practice the concept of the week. If there is not an appropriate IXL lesson they will have an extra activity in their Interactive notebook.

**Readworks:** Most weeks students will have a reading comprehension activity at their level on Readworks to complete.

**Readtheory:** Students will be required to complete at least 1 quiz 3 different days each week.

**Quizizz:** This may be used occasionally.

### **Grading Policy:**

10% Attendance In-Class

10% Bell Ringer

10% Daily Checklist

30% ISN and EdPuzzle

40% Independent Activities (IXL, Readworks, Readtheory, Quizizz)

## **Full Re-Entry:**

Once we are back in school the activities will be basically the same but presented in the classroom. Assignments will be accepted late but after one week they will lose 10% off the grade. This is to encourage students to not get too far behind. I will be contacting you each week if there are any missing assignments so that we can make a plan to help your child get the work done without being overwhelmed.

If your child is ill, please let me know. I can adjust work as needed to help them get caught up once they are feeling up to it.

**Checklist:** Each virtual day students will have a checklist of the day's activities to mark off and submit when they are complete. Links for the activities will be next to each activity.

**Bell Ringer Activities:** These will be done in class and a grade will be given for participation.

**Interactive Notebook:** Students will have a virtual interactive notebook with activities that they will need to complete each week.

**EdPuzzle:** Students may have an EdPuzzle activity assigned occasionally.

**IXL:** Students may be assigned IXL activities to practice the concept of the week. If there is not an appropriate IXL lesson they will have an extra activity in their Interactive notebook.

**Readworks:** Most weeks students will have a reading comprehension activity at their level on Readworks to complete.

**Readtheory:** Students will be required to complete at least 1 quiz 3 different days each week.

**Quizizz:** This may be used occasionally.

**Grading Policy:**

10% Attendance

10% Bell Ringer

10% Daily Checklist

30% ISN and EdPuzzle

40% Independent Activities (IXL, Readworks, Readtheory)

**Other Information:**

**Classroom Rules and Discipline Policy (online)**

1. Be respectful to adults and peers.
2. Use technology appropriately.
3. Be respectful of each other's right to learn
4. Be on time and prepared for Zoom sessions.

Students should also be in a place for Zoom that is quiet and does not distract them or others. Students are expected to behave properly at all times. Failure to do so may result in a verbal warning, parent phone call and or zoom conference, or referral to the administration.

**Classroom Rules and Discipline Policy: (In-Class)**

1. Be respectful to adults and peers
2. Use technology appropriately.
3. Be respectful of each other's space. (6 feet away and wearing a mask as required.)
4. Be respectful of each other's right to learn
5. 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 administration.

**Cell Phone Policy:**

Students should not have their cell phones when they are doing any schoolwork as this is a distraction. Once we return to school, students are to put their cell phones away before entering the class. It needs to be off or on silent. Any cell phones that are not put away will be taken away (with a no contact system) and returned at end of class. If this happens more than once parent will be contacted and the administration will be notified.

**Supplies:**

At home, students should be able to do the required work with their computer. It needs to be fully charged or plugged in.

Students are required to have their computer in class and charged, they may bring a book in case they complete all their work. They may not have any other supplies at their desk.

**Powerschool:**

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

**Contact Information:**

Carol Torrez

Cell # 363-4612 (text or call)

ctorrez@paparts.org

**Links to Videos on the different online programs and extensions we will be using:**

Flipgrid: <https://www.youtube.com/watch?v=9SFYiYE8W3I>

IXL: <https://youtu.be/hZfcfrzREaI>

EdPuzzle: <https://www.youtube.com/watch?v=9SFYiYE8W3I>

Readworks: [https://youtu.be/\\_3QNLaniDA](https://youtu.be/_3QNLaniDA)

Readtheory: <https://youtu.be/QdJgrPRz67I>

Kami: <https://youtu.be/APtg2ZQiEvw>

Quizizz: <https://youtu.be/rh-n0MT-rEw>

## Reading Curriculum Map

**Apps and Programs for Online Learning:**

- How to use your apps for accommodations
- How to navigate the programs for class.

**Vocabulary for Questions in Reading**

- Fiction-. CCSS.ELA-LITERACY.RL.6.4, 7.4 & 8.4
- Non-Fiction- CCSS.ELA-LITERACY.RI. 6.4, 7.4 & 8.4

**Introduce 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

### Fiction Vs Non-Fiction (Summarizing, Main Idea and Author Purpose)

- **Fiction-**CCSS.ELA-LITERACY.RL.6.2, 7.2 & 8.2
- **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**
- **Reading with critical thinking**
- **Fact vs Opinion**

### Understanding Fiction (setting, characters, theme, Point of View, Conflict and Resolution, Plot )

- **Fiction-**CCSS.ELA-LITERACY.RL.6.2, 7.2 & 8.2
- **Fiction-** CCSS.ELA-LITERACY.RI.6.1, 7.1 & 8.1
- **Non-fiction** -CCSS.ELA-LITERACY.RI.6.1, 7.1 & 8.1

### Practice 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
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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.

