

READING

MS.
WILLIAMS



Course Description- 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. Students will work on reading comprehension strategies and improving their independent reading level through teacher lead activities and independent activities and reading.

Room 15
4th Period

Contact information
Email- jwilliams@paparts.org
Phone- 505-830-3128

Remind code- @khhc4k8

Supplies

- Pens and Pencils
- 3 Subject Notebook
- Highlighters
- Earbuds
- Binder Dividers
- Loose Leaf Paper

Classroom Rules

1. Be Respectful to All, and to others property!!
2. Be Prepared for Class: this means to be on time and ready to work.
3. Be honest
4. Be engaged
5. Leave your area how you found it.



Assessments: Students will be assessed at the beginning of the year and each quarter for progress.

Comprehension Strategies: These will be taught in large group and small group activities for about ½ of the class period each day. Grades are based on participation.

Independent Reading (In Class): Each student will be given appropriate reading activities for the 2nd portion of class each day. Some will be reading books at their appropriate reading level and others will be on a computer-based program called ASDREADING, depending on their IEP needs. Students who read will be summarizing what they read weekly. The books will stay in class so they are available to read each day.

All students will read aloud for fluency practice on Fridays using an online program called Flipgrid.

All students will also complete a reading comprehension activity on Readworks to check for comprehension.

Homework: Students will be required to do one lesson a day on an online program called Lyrics2Learn 4 days a week. Ideally they will do this Monday-Thursday, however will be graded on Sunday evening in case they need to make up a day. If they do more than one lesson a day they will not receive full credit. Reading each day improves reading.

Extra Credit- Students will have extra credit opportunities throughout the year which may include extra homework readings or in class activities.



Grading Scale and Percentages:

A: 90-100 B: 80-89 C: 70-79

D: 60-69 F: 59 and below.

Major work: 40%

Tests/Quizzes: 20%

Daily work: 30%

Participation 10%

I welcome you to come by anytime if you have any questions over any assignments or need help. I am usually available from 8:00 a.m. daily until 3rd period. I can also help you after school. If I am not available when you need me, please email me or call me at school, and I will get in touch with you ASAP. Students will be setup on the class Remind on the first week of school. Parents can join as well to receive information throughout the year.

Curriculum Map (Units taught in order)

Reading for the general ed classroom:

- How to use your accommodations to do your best
- Accessing Textbooks, etc.

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

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

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

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
- Fact vs Opinion
- Reading with critical thinking

Understanding Fiction/Literary Elements (setting, characters, theme, Point of View, Conflict and Resolution, Plot)

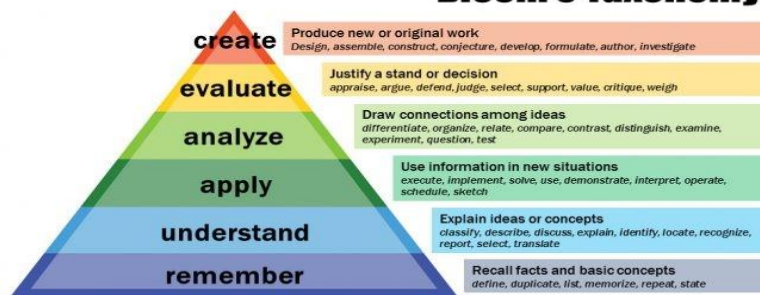
- Fiction-CCSS.ELA-LITERACY.RL.6.2, 7.2 & 8.2
- Fiction- CCSS.ELA-LITERACY.RI.6.1, 7.1 & 8.1
- Non-fiction -CCSS.ELA-LITERACY.RI.6.1, 7.1 & 8.1

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.

Bloom's Taxonomy



Mrs. Williams's Syllabus Agreement and Contact Sheet

Students and Parents, by signing below you are stating that you have read and understood the information provided. Please fill out and sign the information page and return Friday, Aug. 20th . If there are any questions, please contact me!

Student's Name: _____

Parents/Guardian's Name: _____

Home address: _____

Home #: _____ Cell # _____

Work #: _____ email: _____

Do you have any medical condition I should be aware of?

Do you have access to the internet?

How does your child learn best? _____Hearing _____Visual _____Doing (Hands on)

What are your child's strengths?

What are your child's weaknesses?

Any additional information about your child that could help me better understand challenges he/she may be currently facing? (For example: recent serious illness or a death of a loved one)

Signatures from the students and parents/guardians are requested to ensure that everyone has read and understands the classroom guidelines and course syllabus.

Student's signature

Date

Parent's signature

Date

Parent's signature

Date