

Reading

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Public Academy for Performing Arts

Course description:

Reading Interventions based on student needs. We will work on focused, strategic interventions based on student present levels with the goal of achieving grade level proficiency.

Student learning objectives:

Improve reading fluency

Improve reading comprehension

Improve expressive language

Improve receptive language

***NOTE: This is a mixed level class. Scaffolded expectations will be provided based on what level the student is at as determined by assessment and grade.**

Materials:

Classroom texts will be provided by the instructor unless otherwise noted

Pen/Pencils

Notebook (3-ring binder, composition, or spiral) of student preference

Rules:

Students will maintain themselves according to the standards of PAPA (see handbook).

Students will adhere to 4 pillars of performance:

Respect <i>We treat ourselves, others, and the environment with care</i>	Professionalism We take honest reflection and ownership of our words and actions	Agency <i>We are truthful to ourselves and others</i>	Kindness <i>We take care of each other</i>
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Grading:

Class grading will be largely focused on individual needs, therefore, grading will be based on individual participation, individual assignments, and progress towards student centered work. The point of this class is not to “pass” or “fail,” but to provide the supports and structures students need to grow.

Frequent assessments of student reading will be conducted to measure their growth. Likely, this will happen through IXL (if it proves to be accessible to the students). In the event that IXL is not serving the students, or a student needs another modality, it will be provided by the instructor.

*NOTE: This class has a no homework policy. Students are asked to use bell-to-bell time to complete their assignments under the guidance and supervision of their teacher. If a student needs additional time to complete a task and has the support of family at home, a computer or text will be sent home so they can continue to progress.

Class timeline:

August:

Unit 1 (August/September):

Assessments; Identification of strategic groupings; Learning IXL; Selection of first reading; Art Project #1 (Poster); Targeted reading interventions

Unit 2 (September/October): IXL progress; Continued targeted reading interventions; Student's Read/Present on a book of choice (Available in class or brought from home)

Unit 3 (November/December): IXL Progress; Continue targeted reading interventions; Art Project #2 (Word Mosaic); Book of Choice #2: Read and annotation practice

Unit 4 (January/February): Mythology Project; Strategic reading practice; Creative Journals

Unit 5 (March/April): Creative Journals; Found Words Art Project; Strategic Reading Practice

May: End of year assessments, Built in flex time to accommodate for differentiating progress of other projects; Book of Choice #3: Read and Summarize