**ESL Reading: Grades 6th, 7th, 8th**

Luis P. Untalan Middle School

**Teacher:** Mrs. Gem Boyd

**Room #:** D103

**Email:** asboyd@gdoe.net

**School Phone #:** 735-3110

**School Website:** [**www.gdoe.net/ums/**](http://www.gdoe.net/ums/)

**DOE Mission Statement**

Our educational community prepares all students for life, promotes excellence, and provides support.

**DOE Vision Statement**

Every Student: Responsible, Respectful, and Ready for Life.

**LPUMS Mission Statement**

The Luis P. Untalan Middle School community will empower students with the knowledge that will enable them to be competent, productive, and responsible citizens in our society.

**Length of Course:** 1 year

**Course Description**

This is a multi-leveled class with various English proficiencies. Students will learn to grow in their English skills at their own pace that best fits their individual learning styles and needs. This course will include a variety of reading strategies to help English Learners acquire essential skills for reading success.

**Course Objectives**

*Students will be able to:*

1. use strategies before, during, and after reading to aid in the understanding of meaning of text

2. respond in discussions and in journal writing with the use of fiction and nonfiction texts, writing prompts, etc.

3. identify and illustrate the function of essential short story elements (character, setting, conflict, plot, climax, resolution, theme, point of view)

4. demonstrate literal and inferential comprehension of works of non-fiction (i.e. newspaper and magazine articles) through participation in discussion and group/individual writing activities

5. identify the details supporting the main or central idea of a text

6. support analysis and inferences made by citing evidence from a text

7. compare and contrast, in writing and through discussion, the literary elements and essential concepts of the works they are presently reading with those they have previously read or viewed

8. identify and analyze the significance of the essential elements of the writer’s craft in given poems (i.e. poetic structures such as the lyric, free verse, haiku; sound devices such as rhyme, rhythm, and alliteration; figurative language such as simile, metaphor, personification).

9. read and explore for enrichment works from various genre (novels, plays, poems, essays).

**Quarterly Skills**

|  |  |  |  |
| --- | --- | --- | --- |
| **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| **FICTION**  **Reading Skills:**  1. Elements of Fiction  2. Making Inferences  3. Making Predictions  4. Types of Conflict  5. Citing Textual Evidence  6. Word Meanings:  using context clues, content vocabulary, academic vocabulary | **NONFICTION**  **Reading Skills:**  1. Types of Nonfiction  2. Identifying Author’s Purpose/Point of View  (Nonfiction texts: autobiography, biography, journals)  3. Distinguishing Fact from Opinion  4. Finding the Main Idea and Supporting Details  5. Citing Textual Evidence  6. Word Meanings:  using context clues, content vocabulary, academic vocabulary | **FIGURATIVE LANGUAGE/POETRY**  **Reading Skills:**  1. Identifying/Interpreting Figurative Language  2. Context Clues  3. Citing Textual Evidence  4. Word Meanings:  using context clues, content vocabulary, academic vocabulary | **DRAMA**  **Reading Skills:**  1. Identifying the Elements of Drama  2. Compare/Contrast the written and oral forms of drama.  3. Word Meanings:  using context clues, content vocabulary, academic vocabulary  4. District Wide Assessment: SBA and ACT |

**Instructional Strategies**

Sheltered Instruction Observation Protocol (SIOP) is a model that extends the time students have for receiving English language support while they learn content subjects. The ultimate goal is to provide access for English learners to grade-level content standards and concepts while they continue to improve their English language proficiency. <http://siop.pearson.com/about-siop/index.html>

**Text/Teaching Resources**

Prentice Hall Literature textbooks

Supplementary online texts (fiction/nonfiction), videos, songs, internet-based worksheets

**Supplies Needed**

**Mandatory:**

(1) 2 Pocket Folder

(1) Notebook (note-taking)

Pencils

Optional:

Filler Paper

Pens/Erasers/Crayons/Glue/Scissors

**Grading**

**Citizenship**

Citizenship begins in the classroom. The classroom is the only place where students learn how to get along with others, help others, and become active members of a community. Students learn how to understand and analyze difficult situations and learn how to problem-solve in ways that benefit everyone. Part of being a good citizen is being a moral person. We want our students to develop characteristics so they learn to conduct themselves morally and ethically in their daily activities with others.

(parent involvement, attendance, donations should not be considered for citizenship)

|  |  |
| --- | --- |
| **Citizenship Rubric** | |
| Excellent = 95-100% Satisfactory = 70-94% Needs Improvement = 60-69% Unsatisfactory = <60% | |
| Note Taking | 30% |
| Participation | 30% |
| Behavior | 40% |
| Students will be given 4 opportunities to correct minor infractions before being referred to the office. Students who have been referred will receive an N in citizenship. Students who have been suspended will receive a U in citizenship. | |

**Textbook Policy**

Textbooks are issued without charge to students for their use. However, the student is financially responsible for lost or damaged textbooks.

**Classroom Rules/Expectations**

1. Come to class on time and prepared

2. Always raise your hand for permission to speak or leave your seat

3. Respect your classmates and teachers

4. Ears open! Listen and follow directions quickly

**Discipline Plan**

1. Verbal warning

2. Conference with student and teacher

3. Parental contact

4. Team conference with student

5. Team conference with parent/guardian

6. Office Referral

**Issuing of Passes**

There will be a restroom pass system in place. Every student will be allowed three times per quarter to use the restroom. Failure to comply will classroom rules will result in loss of restroom privileges. Students will not be allowed to leave the classroom without a hallway or restroom pass.

**Late/Incomplete Assignments**

A part of the grade will be based on completing assignments in a timely manner. Points will be deducted for any late or incomplete assignments.

**Make-up Work Policy**

Students on suspension/excused and not excused absences are required to make-up any assignments missed in class. It is the student’s responsibility to ask for any make-up work the day he/she returns to class.

**Attendance**

Students who accumulate 12 or more ***unexcused absences*** at any time during the school year will be referred to the Attendance Officer for referral to Family Court for habitual truancy. ***Consecutive Absences***that total 3 or more school days will require a **medical note** to be excused.

Students can only have ***a maximum of 6 parent notes*** for the entire school year. Please refer to the student handbook/planner or [www.gdoe.net](http://www.gdoe.net) for more information regarding truancy.

**Uniform**

Students must wear their full uniform **everyday** unless otherwise instructed by an administrator.

Please refer to the student handbook/planner for details regarding uniform policy.

**CATS**

I will:

**C**are for my school

**A**ct Responsibly

**T**reat myself and others with respects

**S**trive for excellence

Parent/Guardian(s):

Please sign below and return the bottom portion of this form to your child’s reading teacher, which indicates that you have read over the Reading syllabus with your child. If you have any comments or concerns, feel free to contact me via email. Your continued support is greatly appreciated.

Sincerely,

Mrs. Gem Boyd

Approved by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_