

ELL Language Skills

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Expectations

This class is based on a platform of effort and respect from our end and the expectation is that you respond in the same way. Let's have fun learning but respect each other and move towards a successful year. The first step will be you setting the standard for success, what it looks like for you and how we can help you achieve it!

Always have **SWAG!**

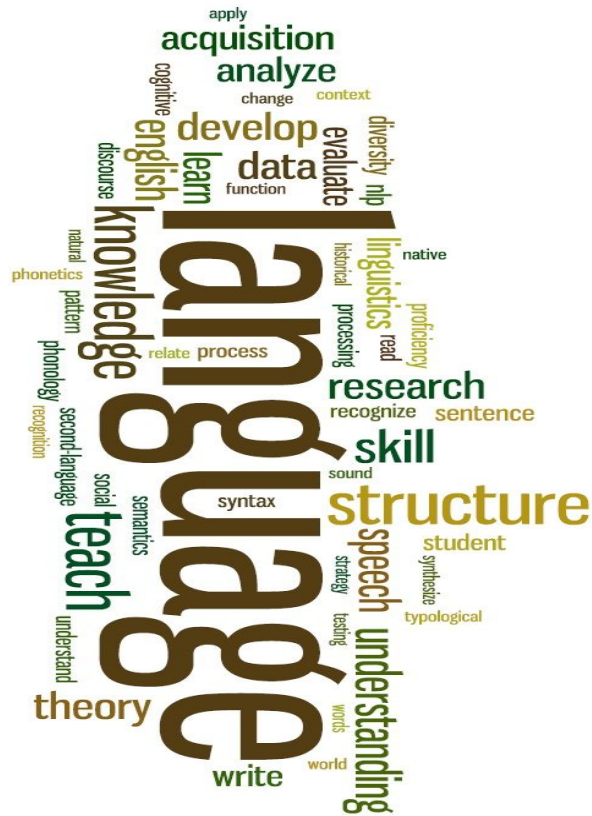
Self Respect, Willingness to put in 100%, Acceptance and **Appreciation** of others, and **Generosity**.

Lastly look to propose **SOLUTIONS NOT EXCUSES**. Let's find the right path together.

This class is based on choices, choose **wisely**.

Course Description/Objectives

In ELL Language Skills students are taught to read and write in order to be college ready. This will include a combination of analysis and interpretation of narrative, informational/explanatory, and argumentative texts. Throughout the year, students will practice their craft in a variety of situations in order to build on their levels of understanding of the English language.



Supplies

In order to be successful each day in class, it is essential that you always arrive prepared. In order to do so, please ensure that you have the following items in class every day. ALL of these items MUST be brought in by Friday September 4, 2020. If you need more time, or are concerned about bringing in the items on this list, please let me know through email or by phone.

- Notebook or 1” binder with College Ruled paper
- Pens (blue or black ink)
- Pencils
- Highlighters
- Headphones

Course Goals

This course will be focused around the WIDA English Development Standards as well as the Nevada Academic Content Standards. The Common Core State Standards with accompanying information can be found at

- WIDA: <https://www.wida.us/standards/eld.aspx>
- <https://www.google.com/url?q=http://www.ecsdnv.net/curriculum-guides---secondary-core-subjects>.
- http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Standards/ELA/

If you have any questions regarding this information, please feel free to ask.

Classroom Conduct/Behavior Policies

Every student is expected to:

- Maintain a peaceful learning environment by treating peers, teacher, and self with respect.
- Follow all classroom and school rules.
- Protect school property by not wasting, damaging, defacing, or destroying school property or the property of others.
- Act with integrity. Each student is responsible for his/her own actions with honesty and fidelity.
- Reflect on their own development and learning to be able to understand themselves and grow academically and personally
- Remain focused on academics by demonstrating continual diligence.
- Ask for help and assistance when needed.

- Arrive to class on time, prepared and ready to learn.
- No cell phones. (Not to be seen or heard)
- No food or drink (Water bottles are acceptable)

Cheating and Plagiarism:

All work that you submit must be your own work. You may not do any of the following:

- Turn in or copy someone else's work.
- Copy someone's work and change a few of the words.
- Copying words from a source without citing it and giving credit to the source.
- Attempt to use any notes on a closed-note assignment/quiz/test.
- Look at someone else's work during a quiz, test, or otherwise individual assessment.
- Asking for the answer on an individual assignment.

If you are doing any of the above or anything else that constitutes cheating, you will receive a zero on that assignment, and you will be referred for discipline.

Discipline Ladder:

First Offense: Verbal warning

Second Offense: Loss of privileges/Assigned seating

Third Offense: Phone call home-Parent contact

Fourth Offense: Office Referral

Attendance/Absences

It is the responsibility of the student to follow up with the teacher and peers for missed assignments either before or after school. Make-up work will be given on a case by case basis. Excessive tardiness, without approval, will negatively affect participation points.

In the case of an absence, students will have the amount of days plus two days in order to turn in completed work for full credit. For example, if the student is absent for two days, he/she will have four days to complete and turn in any absent work. ALL absent work should be turned in directly to Mr. Zataray.

Homework

- **NO LATE WORK WILL BE ACCEPTED DURING THE ONLINE INSTRUCTION PERIOD.** This will help the class move through subject matter and hold students accountable as if we were in the classroom.

- Each quarter, students will be expected to read a book that is at their independent reading level as well as complete a Book Talk for the selection. Students will also be responsible for completing all other homework that is assigned.
- Each week, students will be responsible for completing Writing Prompts. Topics will always be on Google Classroom. Specific expectations and word count will be discussed each week. (If a student does not have access to a computer, their post can be completed in Mr. Zataray's class before/after school or at lunch.)
- Throughout each unit, students will be working toward a final project which will incorporate the literary skills gained. This project will include writing as well as visual arts/technology and will be presented to families and community members. It is the responsibility of the student to work toward this final project throughout the unit.

Grading

The following is a link to the district grading policy: <http://www.ecsdnv.net/grading-information>
Semester grades will be based on:

- **Formative Assignments:** classwork, homework, reading & participation = 30%
 - Can be made up and turned in for full credit for two days following the paper being returned to students. Make-up work will not be accepted after this.
- **Summative Assignments:** quizzes, test, and final drafts of writings = 70%
 - Assessments may be retaken if the student asks within two days of the test being returned. Assessments can only be retaken before school, at lunch and after-school. Class time will not be set aside for retakes.

The year will be split into 4 units with each unit lasting for approximately 12 weeks. At the close of each unit, students will...

- Analyze and reflect upon their writing within their writing portfolio
- Take a Benchmark Exam which will assess the knowledge gained throughout the unit
- Present a final project (outline and expectation will be provided at the beginning of the unit) at a designated time to families and the community.

In order to ensure that students are prepared for their Portfolio Reflection, Benchmark Exam, and Final Project all writing must be kept in their writing portfolio with individual reflections and self-assessments completed, interactive notebook is kept up to

date with in-class notes, grammar tips, and vocabulary, and final project is worked on throughout the unit.

Language Units

During this year students will fine tune their reading, writing, language usage, as well as speaking and listening skills. The following includes the overall focus for the upcoming year.

Reading Focus	Writing Focus	Language/ Conventions Focus	Speaking/ Listening Focus
<ul style="list-style-type: none"> ● Critical Analysis of Text through metacognitive strategies ● Understanding cause and effect ● Analyzing elements of plot ● Comparing and contrasting text structures and elements ● Summarizing text & identifying the main idea ● Analyzing and interpreting 	<ul style="list-style-type: none"> ● Becoming knowledgeable of the writing process ● Understanding and applying the writing traits ● Being able to create and use writing rubrics to self and peer assess writing ● Developing narratives with in depth characters, setting, conflict, and plot ● Developing informational and explanatory pieces of text with a focus on language and structure 	<ul style="list-style-type: none"> ● Using academic language in the classroom ● Following grammar and spelling rules in writing ● Understanding and correctly using tenses ● Applying knowledge of Greek and Latin roots ● Applying knowledge of sentence types and structure in order to vary sentence length ● Using strong vocabulary and language structures 	<ul style="list-style-type: none"> ● Participating in collaborative discussions using academic language ● Using textual evidence to support conclusions drawn ● Preparing for and participating in Socratic Seminars ● Presenting claims and evidence to support claims ● Integrating multimedia and visuals into presentations

<p>g figurative language</p> <ul style="list-style-type: none"> Using context clues to define unknown words 	<ul style="list-style-type: none"> Developing arguments with a strong claim, counterclaim and supporting evidence Correctly using MLA format when writing a research paper Writing literary interpretations and summaries 		
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Distance Learning Classroom Conduct/Behavior Policies

We will follow ECSD Guidelines as they are established in response to COVID. In the Distance Learning Model we will:

- Be on time for class
- Not leave class early
- Understand that attendance is expected
- If for any reason you miss live instruction, it is student’s responsibility to reach out to the instructor to determine what is missed
- Notify school personnel of any technical issues immediately
- Follow class schedule specified by instructor
- Use email account for class to work and communicate with instructor
- Engage in class following the instructions given by the instructor
- Be respectful to all in the class
- Understand that all classes are recorded and microphones may be “live” at all times
- Understand that this is an extension of school and any discipline issues in live sessions will be subject to administration consequences

Available for Extra Help!!

If extra help is needed, please contact me as soon as possible.

Thanks! Mrs. Francom, Ms. Villapando and Mr. Zataray