



Basic 7th grade ELAR

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Conference Period: 1st period 8:20-9:07

Tutoring Opportunities: After school until 4:00 PM Monday, Tuesday, and Thursday
Other times available by appointment

Class Materials:

- 1 composition book to be kept in the classroom
- Pens, pencils, notebook paper will need to be replenished throughout the year
- Independent reading book
- Canvas access online
- Wayside Planner

Access to Canvas and Office365 tools is available to students through the [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

Basic Language Arts and Reading 7

Literacy skills include vocabulary development, comprehension, grammar study, response, and research. Students engage in reading, writing, listening, speaking, and thinking in this two-period course. Students read both self-selected and whole-class reading in order to build their stamina of grade-level texts. Usage skills develop the student's ability to communicate and write effectively. This course is designed to meet the individual needs of the student. Placement in this course is determined by the IEP committee.

Course Goals:

Students who complete this course successfully will be able to:

Reading Goals

- Students will develop stamina for independent reading practices as well as working efficiently with reading partners and small groups in order to increase comprehension.
- Students will navigate fiction and nonfiction texts while analyzing the features of each genre.
- Students will delve deeper into reading by making connections across genres.

Writing Goals

- Students will develop stamina to create focused genre-based writing.
- Students will utilize and understand foundational moves of literary and informational writing.
- Students will practice conferring with partners and small groups in order to revise, edit and publish pieces.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks

- A letter system (S, N, U) is used to report a student's conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), "The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

Students will have time in class to work on individual practice. After giving students ample time to complete classwork, the assignment will then become homework. If your child is absent, they will need to work on missed work at home or during tutoring time. I do not assign homework in addition to the classwork given. Your student should have an independent reading book with them during the day to read when they have finished assignments in any class. Reading nightly is also an expectation to improve their skills.

Organization

Organization is key to success; therefore, students are expected to record the learning target and assignments daily. It is their responsibility to monitor their missing work due to being absent or failure to turn it in.

Attendance/Tardy Policy/Make-Up Work:

When a student is absent, he or she should request the missed assignments and check the make-up folder for the work. Students have one day for each day missed plus one additional day in which to complete all make-up work. If there are special circumstances, the student should visit with me to consider arranging an extension of the due date. Any assignments given before the absence are due upon the student's return to school.

If a pre-arranged absence is required, a parent should send a note to school prior to the absence. As much as possible, assignments may be given and completed ahead of time. Any assignments given before the absence are due upon the student's return to school.

Students who are absent on the day that a test is given should be prepared to take the test upon their return to school. Make-up tests may need to be completed before or after school.

Students are required to be in their assigned seats at the beginning of class as determined by the tardy bell. The Wayside Discipline Policy will be followed when a student is tardy to class.

- 1) Warning
- 2) Parent Phone Call
- 3) Teacher Detention
- 4) Office Referral

Classroom Expectations:

Upon entering the classroom, students should locate their materials and begin working with a sharpened pencil on the assigned task noted on the board. Students should be prepared to work independently and in small groups in order to read and write. They should always have their planner, composition books, and independent reading material. Students should be prepared to progress monitor their reading as it is our goal to build stamina and comprehension. At all times, the Wayside 5 is followed.

Preliminary Schedule of Topics, Readings, and Assignments

1st six weeks

- Reading Focus: Establish routines for Readers Workshop. Develop stamina for independent reading.
- Writing Focus: Establish routines for workshop. Develop stamina for independent writing. Create well-developed characters that respond to conflict in realistic ways.

2nd six weeks

- Reading Focus: Analyze how characters are vehicles for themes.
- Writing Focus: Collect a variety of ideas to use when writing. Revise to constantly improve writing.

3rd six weeks

- Reading Focus: Increase reading stamina through analysis of various text
- Writing Focus: Craft literary responses to texts by using author's craft and purpose in developing characters

4th six weeks

- Reading Focus: Learn to navigate nonfiction texts using a variety of strategies. Investigate topics and synthesize across texts on a specific topic.
- Writing Focus: Learn how to move through the research process. Synthesize information from a variety of sources to produce research-based informational writing.

5th six weeks

- Reading Focus: Delve deeper into reading by making connections across genres.
- Writing Focus: Increase the volume of writing. Write in multiple genres.

6th six weeks

- Reading Focus: Increase reading stamina and self-monitoring comprehension.
- Writing Focus: Fantasy Writing. Reflection on writing portfolio

Academic Integrity:

Academic integrity values the work of individuals regardless of if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.