

8th Grade Reading Syllabus

Julie Ray - rayj@fultonschools.org

470-254-7090

Eighth grade reading is a course that reinforces the strategies good readers use before, during, and after reading. Students are introduced to new words, word types, and phonemic relationships. They improve their discrimination skills by reading informational and literary selections of increasing length and with more complexity and rigor than answering comprehension questions both orally and in writing. Using the Common Core State Standards to guide instruction, students will focus on developing the background knowledge, vocabulary, higher order/critical thinking skills, and analysis strategies from written text.

8th Grade Reading Units

Unit 1: Tracing Central Ideas, Author's Point of View, and Author's Purpose

Unit 2: A Study of Character

Unit 3: Analysis of Arguments: Central Ideas, Author's Point of View, and Author's Purpose

Unit 4: A Study of Authors' Craft

Unit 5: Integrating Ideas

Unit 6: A study of How Meaning is Developed

Standards found on the DOE website:

Key Ideas and Details:

- Cite the textual evidence to support what the text says
- Determine the central idea of a text and analyze its development
- Analyze how a text makes connections

Craft and Structure:

- Determine the meaning of words and phrases as they are used in a text
- Analyze in detail the structure of a specific paragraph in a text
- Determine an author's purpose or point of view in a text and analyze

Integration of Knowledge and Ideas:

- Evaluate the advantages and disadvantages of using different mediums
- Delineate and evaluate the argument and specific claims in a text
- information on the same topic

Range of Reading and Level of Text Complexity:

- high end of grades 6-8

Other supplemental materials such as handouts, parallel curriculum texts,

direct instruction programs, and study guides will be used as needed and/or indicated by the students' instructional level.

Classroom Expectations

Student Expectations:

Be Proactive

Be Respectful

Be Responsible

Grades

Major assessments - 55%

Minor assessments (which can include: formatives, projects, and classwork) - 35%

Practice (which can include: classwork, homework, and participation) - 10%

Recovery on Assignments/Assessments

All students will have one (1) opportunity each nine weeks to redo/retake one (1) major assignment/assessment.

- Eligibility for a redo/retake is for students who receive a 79 or below on a specific major assignment/assessment.
- Students are eligible to earn a replacement grade on a redo/retake no higher than 79.
- Student redo/retakes must be completed before the next major assignment/assessment is given or five school days before the end of a marking period if there is not another major assignment/assessment given.

Special Education Reporting

Within this course, accommodations and modifications will be implemented based on students' current Individualized Education Plan (IEP). For specific goals and objectives and instructional levels, refer to your child's IEP.

Microsoft Class Teams

Microsoft Office 365 is the Student Management System used in all Fulton County Classrooms. All classes will have a Class Teams site set up.

Students can access their Class Teams site through their Microsoft Office account.

Recovery

Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance.

- Per GADOE guidance, "students will be allowed to redo, resubmit, and /or retake assessments, or retake assessments."
- If needed students will be provided with three opportunities to demonstrate their mastery of the learning target(s) on a summative assessment.
- To be eligible, the student must attend a help session with the teacher and/or complete a recovery assignment that reviews the material prior to retesting.
- The student can receive up to a 79 on the reassessment.

Choice Books

Students will be required to have a choice book and a journal for constructed responses. Research tells us that the more we free read and build background knowledge, the more we learn and are successful as students. Please help us by supporting our efforts to help your children become lovers of reading. We are helping them to engage with books and learn how to choose books that will appeal to them, so they don't see reading as a chore. We appreciate your support. We will require that they read no fewer than six novels this school year along with journaling about those books with very simple and easy prompts to help them express what they've read.

Thank you,
Mrs. Julie Ray
TRMS Reading Teacher