



LITERACY ROCKS

ELA READING in Room 305

Where readers write, writers read, and learning happens on a sea of talk.

AUGUST 2018

8th-Grade ELA READING Syllabus 2018-2019

Shelly K. Durham, M.Ed., NBCT

School: 735-4560 ▪ Cell: 209-6324

shellydurham@mooreschools.com ▪ www.mooreschools.com/shellydurham

Objectives

The goal of English Language Arts (ELA) READING is to create critical consumers of print and non-print media and promote literacy by encouraging students to become thoughtful and confident readers, writers, speakers, listeners, and viewers. The hope is that students enjoy writing, develop a lifelong love of reading, experience a variety of genres, and utilize both reading and writing to overcome challenges and achieve goals.

Methods of Instruction

Ms. Durham embraces a workshop approach, which allows autonomy as students self-select much of the literature they read. Since students construct knowledge in multiple ways, she will incorporate a variety of teaching methods, including mini-lessons, oral and silent reading, writing, discussion, individual assignments, and group activities. Within one lesson, we might integrate any and/or all of these.

Trade Books and Textbooks

Young adult literature—both fictional novels and informative texts—is available in the classroom as well as in the Media Center for students to self-select in fulfillment of their Reading for Pleasure requirements. Other shared texts and lessons will come from *Prentice Hall Literature*, Grade 8 (Pearson Education, Inc., 2008) and *Study Sync*, an internet-based curriculum. Additionally, Ms. Durham will utilize literature and strategies from NWP's *College, Career, & Community Writing Program*.

Homework

Students are expected to:

Read for Pleasure at least 30 minutes every night – approximately 20 pages per day – completing 20-50 self-selected Books for Pleasure (BFPs) throughout the school year.

Classroom Expectations

The following expectations will be reviewed and posted in the classroom to guide us at all times.

Do the Right thing and remember the five Rs:

RESPECT yourself, others, and classroom materials.

Be **READY** for class.

REASON. Think! Use your entire three pounds of brain matter.

Be **RESPONSIBLE** for YOU.

REACH to overcome challenges and find success.

This implies a great deal, which we will discuss in depth, from treating others the way we want to be treated to coming to class prepared every day, ready to focus and engage in learning when the bell rings.

ELA Reading and Film Usage

Student viewing of video clips and, occasionally, an entire film will be used for instructional purposes only. The following films are *possible* selections for the 2017-2018 school year. These titles have been selected to deepen literary analysis, engage student interest, or tie in with a specific lesson (e.g. literary terms, archetypes, supporting inferences with textual evidence, as a springboard for writing).

Holes
The Outsiders

The Incredibles
Rango

October Sky
Spiderman

Policies and Procedures

Assessment & Grading

Assessment for ELA Reading will focus on reading as a **process** and evidence of learning in reading assessment **products**. For example, a process grade may be given for student engagement during Reading Workshop. Later that week, a Letter/Essay may be assessed according to a specific rubric for a product grade. Final semester grades are calculated as per Brink policy: **Process/Daily = 40%, Product/Assessment = 50%, Semester Final = 10%**. Most grades are worth 10 points, but some (e. g. projects and assessments) are worth more. The following scale translates these points into the traditional A to D grades.

| A+ | + | 10 | 20 | 30 | 40 | 50 | 60 | 100 |
|----|-----|----|-------|-------|-------|-------|-------|-------|
| A | ✓ + | 9 | 18-19 | 27-29 | 36-39 | 45-49 | 54-59 | 90-99 |
| B | ✓ | 8 | 16-17 | 24-26 | 32-35 | 40-44 | 48-53 | 80-89 |
| C | ✓ - | 7 | 14-15 | 21-25 | 28-31 | 35-39 | 42-47 | 70-79 |
| D | - | 6 | 12-13 | 18-20 | 24-30 | 30-34 | 36-41 | 60-69 |

Classroom Cell Phone Policy

Cell phones must be off and in your *pencil bag* or *purse*, unless your teacher directs the curriculum usage—or you may keep it in your locker.

Discipline and Tardies

Negative behavioral choices will be handled as quickly and appropriately as possible. Ms. Durham uses a problem-solving protocol, working with students long before contacting parents. When an issue becomes a chronic problem, she will ask for parental support. Following are her official steps.

Step 1: Conference

Step 2: Problem Solve or Detention

Step 3: Action Plan + Contact Parent

Step 4: Detention + Contact Parent

Step 5: Office Referral

Tardies will be handled according to Brink Junior High's Tardy Policy. For more information, please visit the Brink Website.

Make-Up Work

Students are responsible for inquiring about and completing all make-up work due to absences. Per district policy, students have one day for every day they are absent to complete and turn in assignments they missed. Students should speak with Ms. Durham directly and early on, if they think they will need additional time. Students will complete a weekly assignment sheet, and a copy of Ms. Durham's can be found on her webpage, under the **Agenda & Assignments** link.

Late Work

In the interest of being fair and encouraging responsibility, late work will be accepted for up to 75% credit—within a reasonable time frame. Parents and Guardians, please encourage your student speak w/ Ms. Durham early in this process, as soon as they know they are struggling and will need more time. *In most cases*, students will be able to turn in up to 3 late assignments per quarter, within 2 weeks of the graded deadline.

2018-2019 MPS Student Handbook

The student handbook can be found on the main page of www.mooreschools.com. Or clicking on the following link: [Student Handbook](#).