

**Course:** Eighth Grade Reading Workshop

**Department:** Language Arts

**Instructors:** Marie Domingo, Bonnie Fujii, John Hamilton, Jonathan Tillery, Cindy Watanabe

### **Introduction and Course Description**

Welcome to 8<sup>th</sup> grade Reading Workshop! Reading Workshop is a year-long required course. It is designed to help students achieve the Common Core State Standards for reading literature and informational texts.

### **Common Core State Standards for Reading Literature and Informational Texts:**

Key Ideas and Details	<ul style="list-style-type: none"><li>● <i>Literature &amp; Informational:</i> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>● <i>Literature &amp; Informational:</i> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot or supporting ideas; provide an objective summary of the text</li><li>● <i>Literature:</i> Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.</li><li>● <i>Informational:</i> Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</li></ul>
Craft and Structure	<ul style="list-style-type: none"><li>● <i>Literature &amp; Informational:</i> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</li><li>● <i>Literature:</i> Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.</li><li>● <i>Literature:</i> Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.</li><li>● <i>Informational:</i> Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</li><li>● <i>Informational:</i> Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</li></ul>
Integration of Knowledge and Ideas	<ul style="list-style-type: none"><li>● <i>Literature:</i> Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.</li><li>● <i>Literature:</i> Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</li><li>● <i>Informational:</i> Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</li><li>● <i>Informational:</i> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</li><li>● <i>Informational:</i> Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</li></ul>
Range of Reading and Level of Text Complexity	<ul style="list-style-type: none"><li>● <i>Literature &amp; Informational:</i> By the end of the year, read and comprehend literature and literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.</li></ul>

## Major Course Projects & Activities

Title	Description/Purpose	Requirements/Assignments	Weight
Accelerated Reader	AR requires that students develop and maintain an independent reading practice. Reading independently will help students expand their vocabularies and background knowledge as well as practice critical reading strategies. Ultimately, students should aim to read 500,000 words by the end of the year and read at grade-level.	<ul style="list-style-type: none"> <li>· Read 30 minutes daily</li> <li>· Keep and submit accurate records of reading</li> <li>· Take AR quizzes to demonstrate comprehension</li> <li>· Literary Letters and/or Double Entry Journals</li> </ul>	30%
Wordly Wise	Wordly Wise is a vocabulary program. Students will study on-grade level vocabulary words by completing various activities. Building vocabulary will help improve reading comprehension and writing ability.	<ul style="list-style-type: none"> <li>· Complete Wordly Wise activities and assessments as directed by the teacher.</li> </ul>	20%
Novel Study	Students will study the following novels. Q1:145th Street Q2:Children of the River Q3:Farewell to Manzanar Q4:Vintage Bradbury Anthology	<ul style="list-style-type: none"> <li>· Read required texts</li> <li>· Complete reading activities: charts, cornell notes, graphic organizers, quizzes, reading responses, literary elements/devices, plot line, character study/analysis, theme, five types of conflict, vocabulary</li> </ul>	30%
Constructed Response	Students will practice demonstrating their ability to comprehend, interpret, respond to, and critique texts.	<ul style="list-style-type: none"> <li>· Complete monthly constructed responses that are tied specifically to novel of the quarter</li> </ul>	20%

**Assessment:** Please be aware, it is extremely important that you **TURN ALL ASSIGNMENTS IN**, even low-quality or unfinished assignments. Receiving a score of 0 seriously hurts your grade, even if you have received high grades on all other assignments. **Students should check their grade regularly on Engrade.com.**

### Grading Scale

- A: 100%-90%
- B: 89%-80%
- C: 79%-70%
- D: 69%-60
- F: 59% and below

**Classroom Rules and Consequences:** We honor all school rules and consequences as stated in Chapter 19. In addition, we hold you accountable to the following expectations;

- Be respectful to others.
- Be responsible: bring all required materials, complete and turn in work on time.
- Be resourceful: Ask questions, get help from others, solve problems peacefully and maturely.

If a student violates the rules, we will respond in the following ways:

- Give verbal warnings

- Ask the student to leave the classroom temporarily
- Call home
- Refer student to school administrators for disciplinary action.

**Class Policies:** Please take careful note of these policies.

- **Late Work Policy:** Late work due to excused absence(s) will be accepted for full credit. Other valid reasons for submitting late work must be discussed with the teacher for approval.
- **Restroom/Water Policy:** We will allow you to leave the classroom three times per quarter for a water or restroom break. You will need to fill out the hall pass at the back of your planner and present it to us for approval before leaving the classroom.

**Parent Responsibilities:** Parents are a key factor in student success. Please take careful note of the expectations we have of parents.

- **Check your child’s planner on a regular basis and discuss assignments with your child.** Although your child is getting to an age of greater independence and responsibility, they still need your support, guidance, and encouragement.
- **Check and sign reading logs daily; students are required to read 30 minutes a day for homework. Reading logs, including signatures are 30% of their grade.** Engage in literacy activities with your child such as reading a book together, going to the library or bookstore together, or discussing articles in the newspaper.
- Call or email us with questions or concerns about your child **before** the end of the quarter, semester, or year. **If we wait to address failing grades until the last minute, we may not be able to solve the problem.**
- Make sure your child is getting enough rest and is eating a healthy breakfast each morning.

**By signing this paper you are acknowledging that you have received a copy, you understand its contents, and you agree to the stated terms. If you have any questions or comments you would like to address before signing the paper please call or email us.**

**Parent Name:**

**Signature:**

**Date:**

**Parent Name:**

**Signature:**

**Date:**

**Child Name:**

**Signature:**

**Date:**