Eighth Grade English 2018-2019

Adam Snider asnider@sandi.net (858) 455-0550 X2508

THE GOAL

The goal this year is to meet the Reading, Writing, and Speaking and Listening Common Core Standards for 8th grade. The 8th grade English class is a one year course that engages students in an integrated, rigorous study of reading, writing, speaking and listening skills. A variety of lessons and instructional strategies will be utilized: mini-lessons, shared readings, interactive read alouds, independent reading, guided reading, inquiry based oral discourse, written responses and conferences. Students will learn strategies to become thoughtful, successful collaborative communicators.

Aligning with the new Common Core State Standards and Critical Concepts, instruction will focus on critical reading and writing in the disciplines of Argument and Informational/Expository. Please visit corestandards.org for more information.

READING

We will be engaged in reading various texts and novels (see potential list on back of this page). Through a challenging reading program that includes responses to a variety of genres from different perspectives, students will become more critical readers.

WRITING

We will focus on the writing process (prewriting, drafting, revising, editing, and publishing) in the following genres: literary critique, persuasion/argument, research, and exposition. Students will: maintain an English Notebook or an English Section in their binder, confer with teachers and peers, engage in word study, and practice standard academic English conventions. **Writing must be neat and legible** (typing is acceptable on most assignments).

SPEAKING AND LISTENING

Students will engage in speaking and listening activities throughout the year in the following ways:

A. Participating in collaborative conversations and one-to-one discussions in shared or guided reading

B. Preparing and delivering collaborative and individual presentations

C. Critiquing other works of literature, speeches and presentations

VOCABULARY

We will be using the Sadlier Vocabulary Workshop Common Core Enriched Edition Level C by Jerome Shotstak for our vocabulary study. We will also be focusing on Greek and Latin roots.

GRADING

**Grading:**

Advanced; Exceeds standards; 100%-90%; A

Proficient; Meets standards; 89%-80%; B

Basic; approaches standards; 79%-70%; C

Below Basic; Needs re-teaching/revision to meet standards; an area of concern; 69%-60% D

Far Below Basic; Needs extensive re-teaching; and area of immediate concern; 59% and below; F

**Rubrics:**

Many assignments will be assessed using a rubric. This is a form that outlines the performance standards a student is expected to meet on the assignment. The instructor will do his/her best to make the rubric very clear, and will have available to students BEFORE the assignment is due. This will allow students to work toward the CA Language Arts Standards

**SEE BACK OF PAGE**

. **Grades will be based on the following criteria:**

|  |
| --- |
| **Categories** |
| **Assignments**  **Point Range / Variability Scale : (5-20+)**  *Small, formative assignments. Daily in frequency or short duration.*  *Given to practice or reinforce content, introduce students to new ideas, etc.* |  |
| **Assessments**  **Point Range / Variability Scale : (5-30+)**  *Method for assessing student comprehension on a subject or unit of study. Key component is immediacy and preparedness.*  *Work that requires focus extending beyond one or two days. This work requires the students to work for a greater amount of time to complete or demonstrate mastery.* |  |
| **Projects/Essays**  **Point Range / Variability Scale : (30-100+)**  *Large scale, summative projects. Infrequent in assignment, long in duration. Given to assess students understanding of concepts and their relationships, and/or to demonstrate mastery.*  *Work that reflects the summation of a concept, unit of study, or a great deal of complexity. These assignments take long periods of time and effort to complete, and have rubrics indicating how they will be scored.* |  |

**Homework:** Please check your child’s daily planner on a daily basis for assignments.

**Tutoring:** Tutoring will be available after school upon request. It is also possible to meet with students at other times, if appointments are made in advance. Tutoring is encouraged for students who have failed to complete homework, or class assignments, or need extra help. School wide tutoring occurs Tuesday and Thursdays after school and a late bus is provided.

CITIZENSHIP

Refer to the rubric in the student planner (page 7) for more information.

Please see Standley’s Discipline policy in the student planner for consequences regarding behavior in class, at school, and on the bus.

TEXTS: Short Stories; Novels; Poetry; Non-Fiction Texts and Essays;

Functional Documents; Prentice Hall Literature; Sadlier Vocabulary Workshop Level C Common Core Enriched Edition, The Write Source Potential class novels: The Pearl, The House on Mango Street, The Red Badge of Courage

To find news, notes, and homework from class please visit **Mr. Snider’s** staff page on the Standley website.