

Literacy 8

Literacy is a semester long elective class in eighth grade. The class will focus on developing reading skills and help students develop strategies for nonfiction reading. Students will be using the textbook Read for Real.

Reading Strategies students will practice:

Before Reading:

Previewing a Selection – Students will study the title, heading, photographs, illustrations, captions, and graphics to predict what a selection will be about.

Activate Prior Knowledge – Students will read the introduction or summary to decide what they know about the topic.

Set a Purpose – Students will learn to skim a selection to decide what they will want to know about this subject.

During Reading:

Making Connections – Students will relate to information by identifying information they may already know.

Interact with the text – Students will identify main idea and supporting details, and how the text is organized.

Clarifying Understanding – Students will use photographs, charts, and other graphics to understand information, and also to decide if the information is fact or opinion.

After Reading:

Recall – Students will summarize the selection either in writing or in class discussion.

Evaluate – Students will search the selection to determine how the author used evidence to reach a conclusion. Students will also study a selection for objective or biased writing.

Respond – Students will draw a logical conclusion about a topic, and form an opinion about a reading.

Students will develop and use the following critical reading and comprehension skills:

Recall – bringing back from memory

Main Idea – to identify the central element or idea in a passage

Search – to look the passage over carefully in order to find information

Organization of Elements – Students will identify and understand various patterns of ideas that are embedded in the structure of the text. These include the following:

Cause/Effect – An organizing structure in which there is a relationship between two or more events or experiences.

Compare/Contrast – Text structure that notes the similarities and differences between two people, places, things, or ideas.

Problem/Solution – Text structure that poses a problem to be solved, and provides a solution to a problem.

Sequence of Events – An organizing structure based on the ordering, or succession of ideas or events.

Students will be able to make connections with the text in the following ways:

Analogy – A similarity of features between things otherwise not alike, for the purpose of comparison.

Inference – The act of reasoning from factual knowledge or evidence; deriving a logical conclusion.

Generalization – Making inferences, application of a concept presented, or drawing a conclusion.

Judgment – The act of forming an opinion after consideration, deliberation, or evaluation.

Drawing Logical Conclusions – The act of reaching a judgment or decision after careful deliberation.

Analysis – The separating of a whole into elements; the study of the individual parts or the relationship among them.

Synthesis – The combining of parts into a whole; reasoning from the general to the particular; logical deduction; forming one's own opinion about what one has read.

Evaluation – The act of examining text and forming a judgment; determining the difference between fact and opinion; determining whether a piece/author is objective or biased.

Vocabulary Development: Students will practice words and their meanings. Vocabulary skills include understanding:

antonyms, synonyms, and homonyms
word roots and affixes
analogies
multiple meanings
figurative language- idioms, metaphors, and similes
reference skills

Students will also practice applying context clues to understand vocabulary including:

word origins and borrowed words
compound words
comparatives and superlatives
time order words
abbreviations
parts of speech and meaning

Fluency – Students will develop reading fluency through presentation, performance, paired and group practice.

Class Expectations: - (Bring daily to class)

Notebook
AR Book
Pen or Pencil
Assignment Book
Folder to keep work

Rules and Expectations:

Respect others
Come to class prepared and on time
Participate in discussion and activities
Use class time wisely
Listen to instructions
No electronic use without teacher permission

Consequences may include:

Teacher conference
Parent Contact
An after school or lunch detention
Office referral

Grading Policy

Grading System

A - 94-100 Incomplete - (Did Not Do)
B - 86-93
C - 78-85
D - 70-77
F - 69 - 0

Two Types of student assessments will be used in this course.

Formative Assessments - will help the student to practice the lesson, and develop an understanding of the class curriculum. Assessments will include:

Daily assignments
Small learning projects

Summative Assessments - will give the student an opportunity to demonstrate their learning for a grade. Summative assessments will include:

Quizzes
Specific learning projects and presentations
Tests
District Assessments / State Standards

Grade Values

Summative tests/projects - 60%
Summative quizzes - 30%
Formative daily work - 10%

Retake Policy – Students will be able to retake a failing assignment. A retake must be scheduled and taken within five days of the original assessment. Prior to the retake a student must review the material covered. The final grade will be an average between the original and retake, unless specified by the teacher.

Incompletes – Students who do not take or finish an assessment will be given an incomplete in the grade book. Those students will have 10 school days to complete the assessment.

Special Considerations due to unforeseen circumstances should be discussed directly with the teacher. A consultation with the building administration may be necessary to determine an appropriate course of action in grading in these situations.