



7th grade Writing

7th grade Reading

8th grade Reading and Writing

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Conference Period: 1st period: 8:20-9:06

Tutoring Opportunities: Wednesday morning & afternoon: 7:45-8:15 and 3:35-4:30; tutoring also available upon request.

Student Materials:

- 2 folders with prongs
- Pencils and pens
- Colored pencils for annotating text
- 1 package of notebook paper
- 1 pack index cards, white or bright colors
- 1 pack of post-it notes
- Glue or glue stick
- Highlighter
- Expo marker

Classroom Needs:

- Kleenex – extras are always welcomed
- Clorox Wipes – extras are always welcomed

Students will be using Remind, Kahoot, Quizlet, Office 365, and Canvas this year for class learning and information. Access to Canvas and Office365 tools is available to students through our Single Sign-on Portal (SSO). Students receive their SSO login during enrollment.

7th Writing

Provides the student with knowledge of the structure and patterns of language. Usage skills develop the student's ability to speak and write effectively. Instruction in written communication focuses on the development of well planned, coherent compositions written for a variety of audiences and purposes. Reading skills include vocabulary development, comprehension, organization, and study skills. Research skills are introduced.

7th Reading

This course integrates the study of literature, reading analysis and response, and vocabulary development. Students will develop complex reading skills by analyzing a variety of literature genres,

including fiction, expository, literary nonfiction, drama, poetry, persuasive, procedural and various forms of media. Research skills are introduced.

Course Goals:

Students who complete this course successfully will be able to:

Reading Goals:

- Increase reading stamina through analysis of various texts
- Use reading groups/partners to hold each other accountable within the Reader’s Workshop
- Delve deeper into reading by making connections across genres
- Become confident readers
- Grow as a reader, not only by level, but choice of text
- Increase reading stamina and self-monitor comprehension
- Discuss reading using STAAR language

Writing Goals:

- Create well-developed characters that respond to conflict in a realistic way
- Collect a variety of ideas to use when writing
- Write with a purpose
- Learn to include their “voice” in their writing
- Revise to constantly improve writing
- Understand foundational moves of essay writing
- Develop arguments about characters and themes
- Increase volume of writing
- Discuss writing using STAAR language and rubrics

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, six weeks assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Semester exams will count 1/7 of the semester grade
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade. This policy applies only to initial identified major grades and does not apply to daily assignments, quizzes, six-week test, and semester final examinations. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.

Assignments, exams, expectations outside of the classroom:

- To become better readers, students should read a minimum of 20 minutes per day uninterrupted.
- Throughout the year, students will be assigned projects to do at home that extend the learning on a unit.
- All work not completed in class will be taken home for homework and is due the next day without penalty, unless otherwise stated.
- Exams will occur at the end of each unit.

Attendance/Tardy Policy/Make-Up Work:

Please see district attendance policy.

Tardy Policy:

1st tardy = a verbal warning

2nd tardy = a verbal warning and a parent/guardian contact

3rd tardy = detention

Classroom Expectations:

Be Prepared: be in your seat with your supplies and ready to work when the bell rings

Be Responsible: turn in your work on time and ask for help when needed

Be Respectful: be respectful to all teachers, students, staff, and our facility, our beautiful new school building: **Marine Creek Middle School: Home of the Mustangs! #NEVERRIDEALONE**

When working with partners/groups:

- Give thoughts and feedback
- Respect others and be willing to compromise
- Be on task at all times
- Use soft, inside voices
- Be an active participant
- Cell phones will be left zipped inside of backpacks.

Preliminary Schedule of Topics, Readings, and Assignments:**READING**

1st Six Weeks – Launching Reading Workshop Reading Focus: Building a Foundation for Independence: Launching Readers Workshop Word Study: Understand and discuss the concept of suffixes and Latin roots and recognize their use in determining the meaning of some English words.

2nd Six Weeks – Investigating Characterization Reading Focus: Investigating Characterization: Author Study Book Clubs Word Study: Understand and discuss the concept of suffixes and Latin roots and recognize their use in determining the meaning of some English words.

3rd Six Weeks – Readers Read Like Writers Reading Focus: Investigating Characterization: Author Study Book Clubs Word Study: Understand and discuss the concept of suffixes and Latin roots and recognize their use in determining the meaning of some English words.

4th Six Weeks – Essential Research for Teens Reading Focus: Essential Research Skills for Teens Word Study: Understand and discuss the concept of suffixes and Latin roots and recognize their use in determining the meaning of some English words.

5th Six Weeks – Readers Constantly Ask Questions Reading Focus: Weighing All the Sides: Readers Constantly Ask Questions Word Study: Understand and discuss the concept of suffixes and Latin roots and recognize their use in determining the meaning of some English words.

6th Six Weeks – Preparing for High-Stakes Reading Test Reading Focus: Putting It All Together: Preparing for High-Stakes Reading Word Study: Spiral previously taught concepts.

WRITING

1st Six Weeks – Writing Realistic Fiction Writing Focus: Writing Realistic Fiction: Symbolism, Syntax, & Truth Grammar Study: Correct spelling, including commonly confused terms.

2nd Six Weeks – Writers Write Like Readers Writing Focus: Writers Write Like Readers, Readers Read Like Writers Grammar Study: Complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; consistent appropriate use of verb tenses.

3rd Six Weeks - “How?” and “Why?” Writing Focus: “How?” & “Why?”: Developing Deep Thinkers Grammar Study: Conjunctive adverbs; subordinating conjunctions to form complex sentences; correlative conjunctions.

4th Six Weeks – Art of Argument Writing Focus: The Art of Argument (UoS) Grammar Study: Prepositions and prepositional phrases and their influence on subject-verb agreement.

5th Six Weeks – Preparing for High-Stakes Writing Writing Focus: Putting It All Together: Preparing for High-Stakes Writing Test Grammar Study: Correct capitalization; punctuation.

6th Six Weeks – Multi-Genre Research Writing Focus: Freedom to Discover: Multi-Genre Research Grammar Study: Spiral previously taught concepts.

Academic Integrity:

Academic integrity values the work of individuals regardless if it is another student’s work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.