

8th Grade English Language Arts

Mrs. Gladem

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***Materials Needed Every Day:**

- Writing tool (pen or pencil)
- ChromeBook (provided by school)
- Earbuds or Headphones (to be used with chrome book)
- One-subject ELA notebook
- Book for independent reading
- Folder (recommended)



***General Reading Requirements:** Students are expected to...

- Read regularly outside of class. This reading can take place during Building Sharks days, before school, after school, or at home.
- Record titles and page numbers, etc. on your reading log spreadsheet in Google Classroom.
- Complete at least 30 minutes of iReady My Path lessons each week.

***Other Homework:**

- Other homework may occur but generally if it did not get finished during class work time.
- Due dates can be found **in Google Classroom.**

***General Rules:** Students are expected to be PREPARED, RESPECTFUL, RESPONSIBLE, and PRODUCTIVE every day. Please see the CLASSROOM PROCEDURES handout for more specifics.

ENGLISH LANGUAGE ARTS DEPARTMENT SPECIFICS

Comprehensive Literacy Model (CLM)

The School District of Fort Atkinson adopted the Comprehensive Literacy Model in grades K-8 to implement high-quality, research-based instructional frameworks to facilitate authentic reading and writing instruction and assessment. The primary goal of the model is to comprehensively and seamlessly integrate reading and writing instruction by using mentor texts and explicit mini-lessons to guide teaching and learning. Whole-group instruction is facilitated through a mini-lesson framework utilizing modeling, guided practice and independent practice to provide students with many opportunities for success. Small-group instruction is facilitated through the implementation of literature discussion groups providing students with the opportunity to engage in a wide-range of collaborative discussions; small groups instruction also focuses on reviewing reading and writing skills. Each classroom has a classroom library with rich, diverse literature across multiple genres giving students access to quality texts while allowing choice for independent reading.

Literacy Curriculum - Units of Study (UOS)

In order to purposefully and strategically facilitate the integration of reading and writing, the School District of Fort Atkinson implements literacy curriculum through a research-based framework utilizing a unit of study approach aligned to the rigor and grade-level expectations as defined by the Wisconsin State Standards for English Language Arts in Reading, Writing,

Speaking / Listening, and Language. The English Language Arts standards encompass [academic](#), [social-emotional](#) (SEL), and [technology learning](#) (ITL).

This means that each grade level will be structuring reading and writing each quarter around a common, real-world theme to provide a common context for learning grounded in the exploration of unit essential questions driven by inquiry to acquire deeper meaning and understanding of content and literacy skills. Within units of study throughout the year, students will read both fiction and nonfiction grade-level texts and produce formal, creative, and reflective pieces of writing.

UOS Themes	Quarter 1 Sense of Self	Quarter 2 Relationships	Quarter 3 Interdependence	Quarter 4 Inspiration
Grade 6	Empowerment	Connections	Discovery	Triumph
Grade 7	Identity	Loyalty	Conservation / Preservation	Perseverance
Grade 8	Perspective	Alliances	Modernization	Resiliency

English Language Arts Department Grading Scale

9.5 - 10 (A) 9.0 (A-) Advanced	8.5 (B) or 8 (B-) Proficient Understanding	7.5 (C) or 7 (C-) Basic Understanding	6.5 (D) or 6 (D-) Minimal Understanding	5 (F) No Understanding / No Evidence
9 - 10: Student demonstrates advanced understanding and completes all aspects of the assignment submitting work that exceeds course expectations.	8 to 8.5: Student demonstrates proficient understanding of all aspects of the assignment and submits work that meets course expectations.	7 to 7.5: Student demonstrates basic understanding of some aspects of the assignment and submits work that partially meets course expectations.	6 to 6.5: Student demonstrates minimal understanding of all or almost all aspects of the assignment and submits work that meets minimal course expectations.	5: Student presented no evidence to assess understanding OR the assignment was not turned in. An ' MIS ' in PowerSchool stands Missing/Not Turned In

Assessments

To assess student learning and growth, students will be assessed both formatively and summatively throughout the year on classwork and assignments. In addition, students will take the iReady Growth Test for Reading three times per year (fall, winter, spring). This information will enhance a teacher's ability to maximize learning for each child in the classroom and test data will assist the District in identifying students in need of additional support services both remedial or accelerated in nature. Common reading assessments used to check students' mastery of the state standards will be the Standard Mastery Assessments in iReady.