Eighth Grade Instructional Plan for English Language Arts and Reading

Course Overview

In 7th grade English Language Arts and Reading, the Texas Essential Knowledge and Skills (TEKS) guide students in developing stronger reading, writing, speaking, and listening skills. Students will build on prior knowledge to strengthen foundational language skills while exploring a variety of genres, including fiction, poetry, drama, literary nonfiction, expository, and argumentative texts. They will practice comprehension strategies such as making inferences, summarizing, identifying central ideas, analyzing characters and plot, and evaluating details to support understanding. Vocabulary development is emphasized as students use context clues, word parts, and reference tools to expand their word knowledge and improve their reading fluency.

Alongside reading, students will grow as writers and communicators. They will write in multiple genres, including expository and argumentative essays, literary responses, and short constructed responses, using the full writing process from brainstorming to publication. Revision and editing skills will be reinforced to strengthen grammar, sentence structure, and conventions. Students will also participate in collaborative projects, class discussions, and presentations, allowing them to apply their learning in meaningful and real-world ways. By the end of the year, students will be well prepared for the STAAR assessment and ready to transition to 8th grade English with the skills to read critically, write effectively, and engage thoughtfully with a wide range of texts and ideas.

Throughout the year, students will:

- Read varied and complex texts
- Compose written responses of varying lengths
- Revise and edit their own writing and that of others
- Collaborate with peers on projects, academic discussions, and other forms of learning.
- Participate in enrichment and intervention activities to reinforce previously taught material and expand mastered skills

Classroom Expectations

Our classroom is a safe learning place that encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to others' ideas. All students will be hard-working contributors in the process of getting their education in order to be successful and reach their full potential.

- Step 1: Redirection & Reteaching

  -Student is redirected and reminded of classroom expectations.

  -Teacher revisits the classroom social contract and reteaches expected behavior.

- Step 2: Parent Contact

  -Student signs the Discipline Book.

  -Teacher makes parent contact and privately discusses expectations with the student.

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- Step 3: Parent Conference & Office Referral

  -A parent conference is scheduled.

  -The assistant principal meets with the student, calls home, and determines appropriate consequences.

- Step 4: Office Referral

  -Continued or severe behaviors result in an office referral and parent contact.

Some behaviors may result in immediate referral depending on severity, per campus policy.

Positive reinforcement and consistent routines will be used to encourage students to meet expectations before moving through these steps.

Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Eighth grade is an important year in English Language Arts and Reading—this year lays the foundation for future high school English courses. When students attend daily, they stay current with new reading and writing skills, strengthen their vocabulary, deepen their comprehension, and practice important habits that support lifelong learning and academic success.

Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn the necessary foundational skills that ensure student success this year and in future school years. Notify the school as well as their individual teachers.

Learning Objectives

By the end of the school year, students will be able to:

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1. **Expand vocabulary knowledge** by using context clues, Greek and Latin roots, prefixes, suffixes, and print/digital resources to determine word meaning and apply new words in speaking and writing.

2. **Read with fluency and purpose** by adjusting pace, tone, and expression when reading aloud and independently selecting grade-level texts for sustained reading.

3. **Comprehend and analyze literary texts** (fiction, poetry, drama, and literary nonfiction) by identifying themes, analyzing characters and plot development, and evaluating the use of figurative language and literary devices.

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4. **Interpret informational and argumentative texts** by determining central ideas, summarizing key details, analyzing text structures, and evaluating the author's claims and evidence.

5. **Respond to texts** through written and oral reflections that make connections, demonstrate comprehension, and provide analysis supported by textual evidence.

6. **Apply the writing process** (planning, drafting, revising, editing, and publishing) to create clear, organized multi-paragraph essays in different genres, including expository, argumentative, and literary responses.

7. **Use correct conventions of English** by applying grade-level grammar, sentence structure, punctuation, capitalization, and spelling in all writing tasks.

8. **Engage in collaborative discussions** by listening actively, respecting others' perspectives, asking questions, and presenting ideas with evidence.

9. **Conduct research and inquiry projects** by formulating questions, gathering relevant information from credible sources, paraphrasing and summarizing, and presenting findings through writing and speaking.

10. **Strengthen digital and media literacy** by analyzing how information is presented in print, digital, and multimodal texts and using technology responsibly to create and share original work.

Course Resources

- Chromebook (provided by Midland ISD)
- Journals and writing utensils (part of the school supply list)
- Amplify
- I-Ready

Grading Policy

According to Midland ISD Grading Policy:
The summative evaluation of a student's grade during a recording period should be based on sufficient data collected in class in the form of various assessments. Regular and periodic assessment of student progress ensures that a student has ample time for remediation.

Students will receive feedback on graded assignments within three to seven days. Major assignments will receive feedback within ten days. Regular communication may be electronic through the adopted Student Information System (Skyward) or other messaging applications. Conferences can be scheduled by appointment.

Major assignments - 60% Minor assignments - 40%

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Semester exams count as 15% toward the final semester grade

Late Work/Redo and Retake

MISD has a board policy regarding late work and redo/retakes on assignments. Assignments may be turned in one day late, earning a maximum grade of 90. Assignments turned in two days late will earn a maximum grade of 80. A 70 is the highest grade an assignment can earn if it is three, four, or five days late. After five school days, assignments will not be accepted, and a grade of zero will be assigned.

In an effort to ensure mastery of objectives, MISD policy allows for redo/retakes on assignments for which a student scores below 75. This policy only applies to assignments that are turned in on time. The redo/retake must be done in tutorials within four school days of the return of the graded assignment and cannot extend into the next six weeks grading period. Teachers may use alternate assignments for redo and retake.

Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!