Seventh Grade Instructional Plan for English Language Arts & Reading Honors

Course Overview

Seventh grade English Language Arts & Reading Honors is a comprehensive course designed to develop students into effective readers, writers, and communicators. Students will engage in building and sustaining foundational language and comprehension skills to enable students to analyze a wide range of literary and informational texts. Instruction is based on the Texas Essential Knowledge and Skills (TEKS), which emphasizes critical evaluation of an author's purpose and craft, including the use of literary devices, text structures, and genre-specific elements, as well as engaging in the full writing process from planning to publishing.

Specifics for the Honors English Class -

This Honors/GT English course is designed to challenge and engage advanced learners through a focus on depth and complexity in literary analysis, critical thinking, and independent inquiry. Students will explore rich texts and concepts with a higher level of sophistication and autonomy.

Key Components:

- **Independent Novel Study:**
  Each six weeks, students will engage in and complete a required novel study independently. This self-guided approach encourages personal responsibility, deep comprehension, and critical engagement with complex texts. The novel study serves as the primary enrichment element, replacing traditional teacher-led interventions.
- **Depth and Complexity Framework:**
  Instruction and assignments will incorporate the dimensions of depth and complexity to deepen understanding and promote higher-order thinking. Students will analyze texts through lenses such as multiple perspectives, ethics, patterns, and big ideas.
- **Research Projects:**
  In place of standard interventions, students will undertake research projects that foster investigative skills, synthesis of information, and presentation of findings. These projects will align with the themes and skills emphasized in the course, allowing for academic growth tailored to honors-level expectations.
- **Differentiated Interventions:**
  While interventions remain part of the course, they are adapted to meet the unique needs of honors learners. Support will focus on enhancing critical thinking, advanced writing skills, and managing independent learning rather than remediation of basic skills.

This course aims to cultivate independent, thoughtful readers and researchers prepared for rigorous academic challenges.

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Throughout the year, students will:

- Develop and sustain foundational language skills
- Use metacognitive skills to develop and deepen comprehension of increasingly complex texts and engage in responding to those texts
- Recognize and analyze literary elements within and across genres
- Use critical inquiry to analyze the author's purpose and craft
- Use the writing process recursively to compose multiple texts
- Engage in inquiry and research

Contact Information

Teacher Name: Cassandra Ramirez
Email: cassandra.ramirez@midlandisd.net
Phone: 432-240-2600

Classroom Expectations

Our classroom is a safe learning place, which encourages teamwork, positive feedback, and academic achievement. All students will be respectful to others. We will be good listeners to the teacher and to other's 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.

Expectation 1: Be prepared with supplies

- Prioritize attendance
- Be ready to learn everyday

Expectation 2: Participate actively and take responsibility for your learning

- Complete all assigned tasks
- Engage in class readings, discussions, writing tasks, and learning opportunities
- Complete work on time

Expectation 3: Be safe

- Walk at all times
- Report problems to an adult

Positive reinforcement and clear routines will help students learn and meet these expectations. If expectations are not met, the teacher will first reteach and remind the student(s) of expectations. If a student continues to fail to meet expectations, they will be redirected, then parents will be contacted. If a student is unable to meet expectations after these preventative measures, an office referral will be made.

Attendance Policy & Its Importance

Regular attendance is vital to your child's academic development. Seventh grade is an important year in science - this year lays the foundation for future science courses. When students attend daily, they stay current with new skills, deepening their knowledge of the world, develop thinking skills, and practice important habits that support lifelong learning.

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

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Learning Objectives

By the end of the first semester, students will be able to:

Using Amplify, students will develop literary knowledge through:

- Analyzing relationships within texts and synthesizing information to improve reading comprehension
- Making meaningful text connections within and across texts
- Applying close reading strategies across a variety of genres of texts to make inferences and draw conclusions using textual evidence
- Analyzing author's craft
- Engaging in the writing process (pre-writing through publication) to craft well-organized essays
- Engaging in meaningful classroom discussions through active listening and response

Course Resources

- Chromebook (provided by Midland ISD)
- 1-2 composition book, writing utensils, highlighters (part of the school supply list)
- Amplify

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 must receive feedback on every graded assignment within three to seven days. Major assignments will receive feedback within ten days. Teachers will, at a minimum, communicate with students and their guardians every ten school days regarding upcoming assessments, classroom reminders, learning topics covered in class, and/or expectations. Regular communication may be electronic through the adopted Student Information System or other messaging applications. Teachers will maintain a parent communication log during each grading cycle.
Major assignments - 60% Minor assignments - 40%
Semester exams count as 15% toward the final semester grade

School-wide System of Communication

The campus will communicate to parents/guardians with weekly newsletters, email, social media, and Powerschool.

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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!

Please fill out the portion below and return this portion to your teacher.

We acknowledge that we have read and that we understand the expectations in 7th Grade ELAR. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

Parent Signature : _____

Student Signature: _____

Date:_____

