Hello Students and Parents,

I am fascinated by education. I love it. As a teacher, I enjoy planning interesting activities, talking with the students about whatever book they’re reading, dissecting writing to make it extraordinary, and playing Scrabble to help in spelling and vocabulary skills. My high expectations prepare the students for high school and challenge them to perform responsibly. Vise-versa, the students challenge me to perform at my best and put in all of my effort, too. The web page is updated weekly with assignments for you to peruse through, and I’m always available for questions. With that in mind, if there are any questions that pop up during the school year, please call 815-469-4330 or email at [smarinucci@summithill.org](mailto:smarinucci@summithill.org). I’ll get back to you as soon as possible.

Specific information about the class can be found attached. Please sign, date, and cut off the bottom of this paper to ensure the syllabus was read. Thank you and have a wonderful school year!

Sincerely,

Ms. Stacey Marinucci

8th Grade Language Arts

\_\_\_\_We have reviewed the syllabus and procedures

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Child’s Name (Printed)

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Parent(s)’ Signature Student Signature

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Parent(s)’ email (optional, printed)

**Turn in by August 30 for 10 points credit**

**Ms. Marinucci**

**Language Arts Syllabus**

**8th Grade Reading Curriculum**

This year, we will be working to increase reading comprehension and reading for pleasure through much practice. For additional information on how free reading improves comprehension and vocabulary, browse <https://www.renaissance.com/2018/01/23/blog-magic-15-minutes-reading-practice-reading-growth/> , <https://thejournal.com/articles/2016/11/17/report-increasing-student-reading-time-improves-comprehension.aspx> , and

<https://schoolleadersnow.weareteachers.com/staggering-statistics-about-struggling-readers-and-reading-growth/>

There are several methods used in my reading course:

* Reader’s workshop w/ strategy instruction
* Oral reading
* Guided reading in whole or small groups
* Literary characteristic exploration
* Free reading (particularly during the 1st quarter)

**Novel Selection and Free Reading**

There are **2** AR tests per quarter except for the 1st quarter in which there is only one AR test. Students will be expected to read **30 minutes a night** from a book on the Accelerated Reader list which encompasses most youth centered novels. If the book is more recent, students should double check if the book is tested using [https://www.arbookfind.com](https://www.arbookfind.com/).

During DEAR/SSR, students read for 10-15 minutes in class the book that is being read for AR. During this time, the teacher discusses the books with individuals and assesses any comprehension difficulties.

To increase fluency, students’ reading speed is monitored so that by the end of the school year, a hundred pages or more will be expected to be read on the reading log (2 hours) per week.

The 8th grade language arts team of teachers will be reading *Night* by Elie Wiesel while studying the Holocaust and another novel that is to be determined.

**8th Grade Language Arts Curriculum**

.Students will study sentence composition, vocabulary, punctuation, and correct word usage. Writing is evaluated using two types of rubric: a common rubric for the district and the 6 Traits rubric. This strategy for teaching and evaluation specifies the most important characteristics in INTERESTING writing. Once students can break them apart and assess each other’s writing, they see improvement in their own. Drafts, writer’s workshop, the process of editing and using correct grammar has been proven to increase ability more than worksheets alone. For more information on what is normally called 6 traits see: <http://mathandreadinghelp.org/articles/What_is_Six_Traits_Writing.html> .

**Vocabulary**

Students will improve using the vocabulary text that Lincoln Way uses: *Sadlier Oxford Vocabulary Works Level C*. Definition tests will be on the last day of the week, and the unit should be completed on that last day of the week. There are Quizlet links to study all of the units on Marinucci’s teacher page.

**Classroom Rules**

My job is to teach the students--anything that interferes with that process will be treated as a rule violation.

1. Be on time and prepared for class   
2. No talking when the teacher or a called upon student is speaking or when announcements are being made.  
3. Follow all school handbook rules   
4. Make complete efforts on all assignments; plagiarism results in the lowest possible score.

5. Follow posted procedures consistently

**Consequences:**

1st occurrence: warning

2nd occurrence: classroom consequence (usually moving to a quieter area)

3rd occurrence: administrative consequence (usually a detention) and a phone call.

Depending on the severity and/or habitual repetition of the offence, steps may be skipped.

**Bathroom breaks and Hall Passes: students** will be allowed to leave the room using quarterly passes during non instructional time provided responsibility is displayed.

* The assignment notebook is the official hall pass for all students. In order to travel through the hallway during class time, students must have their assignment notebooks and sign out at the door.

**Attendance:** When a student is absent, it is his/her responsibility to inquire about make-up work. All assignments are recorded and accessible. Students have the same number of days to complete missing work as the number of days absent (plus one additional day) for full credit.

**Class guidelines**

* Grade reduction for no name (if discovered), poor punctuation, misspells, capitalization, or hard to read papers
* When a complete sentence is needed but not used, it is marked half wrong. If it is clearly stated in the directions (oral or written), it will be marked completely wrong.
* Correction grades will be averaged with the original grades if turned in before the assessment.
* Unfinished/late additional practice will be accepted at a reduced percentage.
* Talking during a test results in the lowest grade.
* If a score is questioned, a retake takes the place of the original score.
* Students, throughout the course of our study, may be grading their own work or others’ during class time.

**These procedures are posted on the front wall:**

**Upon entry**

* read with annotations/ journal/ bell work using CCSS

**Tardy**

* Name and date on tardy form.
* 3rd time = detention

**Sharpening your pencil**

* USE small *QUIETER* SHARPENERS in class

**Going to the restroom or to the locker?**

* Use one of the quarterly passes

**Need a pencil or paper?**

* Ask peers or get one from my Campbell’s tin

**Absent?**

* Check lesson plans near books or online
* Work **due** on the absent day is due on return.
* Read on ABSENT days, too
* Reading 30 min. + vocab. book are due on the last day of the week even if absent the day before unless there’s a note.
* Classwork= 1 day for each day missed + one

**Responding to my request for attention**

* I will count down from 5. **Zero = silence**
* Counting up from zero= shorter passing period

**Finished with class work**

* Read or do Lang. Arts work or Freckle

**End of period class dismissal**

* Stay in seat until directed to go.

**Turning in papers**

* Turn varied assignments in on different trays.
* Keep work until asked for
* “No name” papers = top tray

**Reading log – extra practice**

* read **30 minutes** a night, tested through AR.
* **√** AR list, under **5 points**? MUST ASK ME 1st!
* Strong summarizing=better AR scores
* INITIALS are not signatures
* 1 signature= 25%, 2= 50%, 3=75%, 4=100%

**Format of Reading Log Practice**

