

# Academic Enrichment Reading

## 8th grade Course Syllabus

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### Course Description

Academic Enrichment is a class period provided to all sixth grade students to extend and support the Language Arts Curriculum. Students will receive support and/or enrichment based on targeted needs in reading and writing. According to Kelly Gallagher, a leading Language Arts author and researcher, there are nine specific reasons why students should read:

- Reading is rewarding
- Reading builds a mature vocabulary
- Reading makes you a better writer
- Reading is hard, and “hard” is necessary
- Reading makes you smarter
- Reading prepares you for the world of work.
- Reading well is financially rewarding
- Reading opens doors to college and beyond
- Reading arms you against oppression

Our goal is to have students read at least one million words a year- that's why we want to provide 30 minutes a day of reading various types of texts, including fiction and non-fiction.

### Scope & Sequence

Students will be given adequate time to read a variety of high interest fiction and non-fiction.

Students will:

- Learn and understand a variety of vocabulary words
- Read for 30 minutes
- Keep a reading log
- Learn and use reading strategies according to purposes for reading and the nature of the text
- Make connections to self, other texts and the world
- Analyze author's intent/purpose and cite evidence in the text that supports their ideas
- Formulate literal, inferential, and interpretive questions that lead to interpretation of the text
- Analyze meaning of words and phrases in context



- Learn tools for development of academic vocabulary
- Determine how various literary devices affect the meaning of the text
- Analyze texts by considering how social, cultural and historical contexts contribute to the meaning



In addition, students will write both formally and informally  
Students will:

- Write frequent, informal responses to literature using interpretive, analytical and evaluative skills
- Share their writing with partners and response groups who recommend revisions
- Publish and/or present final products in various ways

### **Assessment:**

Students will be assessed continually throughout the quarter both informally and formally. Informal assessments are given throughout the quarter to inform instruction.

Examples of informal assessments may include the following; reading inventories, reader response, annotation and close reading assessments, selected, constructed and extended responses to excerpts, and student self-evaluation.

### **Behavioral and Academic Expectations:**

1. No interfering with the teaching and learning of others
2. Respect personal space, rights and property of others
3. Follow direction of all of your teachers,
4. Come to class prepared with all supplies, including homework and a positive, respectful attitude.

### **Grading Policy:**

Homework is expected to be completed on the day it is due. If a student is absent, then it is expected that they make arrangements with the teacher for an extension. Work that was handed out when a student was absent will be available via e-mail by request, or put in the classroom Absent Folder for when the student returns. It is also suggested that students stay afterschool or for lunch to make up instructional time from days absent.

Homework: 10%  
Classwork: 50%  
Assessments: 40%

**Office Hours (availability to support students)**

Lunch

After school by appointment (Mon, Tues & Thurs)

