

English/Language Arts for 6th-8th

Session 2, 2017-2018

Mondays/Wednesdays

Instructor: Melanie Ware

Course Objective:

This course will provide learners a solid overview and practice of effective reading, writing, and communication skills. Although varied levels are expected, students should be adept at basic mechanics and read proficiently at or above a 6th grade level. (Or, plan to reread/review all reading assignments weekly). Issues of Scholastic SCOPE and/or Junior Scholastic provided. The reading will include mostly expository articles, although **students will be assigned additional literature**. Reading for more advanced groupings will include some material at a 7th-9th level for social studies, science and literature. A study of various types of writing will be explored and discussed; students will share and constructively critique each other's writing. **Writing focus in Session 2 will be persuasive/ argument** (Session 3: Response to Literature; Session 4: Narrative/poetry). Activities may also include group presentations, skits and readers-theatre. Students should expect to complete two final drafts essays and ONE presentation. **Independent work is expected** (on average, two hours per week with nightly independent reading expected).

Course Expectations:

- Attend all classes or follow up if absent. No make-ups will occur.
- Arrive on time and prepared to provide your best effort daily. Bring any assigned reading to class each time.
- Be willing to discuss/share your work and assess your own progress.
- Complete your reading and writing assignments. **Check in on Edmodo regularly.**
- Materials needed: Spiral notebook, folder, highlighter, pencil/pen and colored pens.

Syllabus:

Sharing, article discussion, peer review, and collaboration will be ongoing. Mini lessons in grammar, vocabulary and spelling will be weekly. The following syllabus is a GENERAL framework only; class focus will adjust per students' needs, pace, interests, and depth of articles.

Week #1, 10/22 and 10/24

Check in on independent reading and begin discussion viewpoints for issues. Lesson on news and media literacy to encourage students to actively search out reputable resources. **Ongoing: Students must remember to be reading their independent novel at least 30 minutes daily and be ready for periodic check ins.**

Week #2, 10/29 and 10/31

Read articles which present two sides. Review of grammar skills continues. Introduction of argument essay format (in class). Students will learn how to define and support a thesis for an argument essay. Rough draft of summary #1 assigned.

Week #3, 11/5 and 11/7

Students will discuss and analyze key ideas from articles. Evidence-based (cited) responses will be practiced, as well as reading- comprehension strategies. Students will outline main ideas, and continue to develop paraphrasing skills and clarify their thesis. Final draft of argument essay #1.

Week #4 11/14

No school on Monday. Students will edit and revise argument essays through peer collaboration and evaluation, as well as select an article of interest, and draft brief summaries of main ideas. Rough draft of

argument essay #2 assigned. No class next week!

Week #5, 11/26 and 11/28

Students will share their argument essay rough drafts in discussion circles, supporting their perspectives with evidence. Students will practice research-reading skills, including the use of annotating text while reading, and footnoting, quoting, citations when writing. Students will understand the purpose of defining a thesis. Second draft of argument essay #2.

Week #6, 12/3 and 12/5

Start ideas for persuasive argument presentation. Students will learn how to fine tune their arguments.

Week #7, 12/10 and 12/12

Students will practice preparing for their oral arguments (with Power Point, Keynote, or Prezi). We will watch video of teens delivering argument-based presentations.

Week #8, 12/17 and 12/19

Argument presentations this week. Parent attendance is encouraged.