

English/Language Arts for 6th-8th

2018-2019, Session 3

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 be able to read proficiently at or above a 6th grade level. (Or, plan to reread/review all reading assignments weekly). The reading in this session will include classic and contemporary short stories and poems, used for analysis and response, as well as articles, stories and grammar activities from Scholastic SCOPE (subscription provided). Students will also be expected to keep up with independent reading in literature books of choice (for weekly check in). **Writing focus in Session 3 will be literary response** (Session 4: Narrative/poetry). Activities may also include group presentations, skits and readers-theatre. Students should expect to complete 2-3 final draft essays, and to share and constructively critique each other's writing. **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, assignment notebook, and pencil/pen.

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 according to students' needs, interests, and depth of articles.

Week #1, 1/14 and 1/16

Welcome back! Students will do their argument essay presentations from Session #2. Review and ensure understanding of challenging concepts.

Week #2, 1/23

Poem introduced. Students will discuss and analyze key ideas, elements, and devices. Evidence-based (cited) responses will be practiced, as well as reading-comprehension strategies. Students will begin to develop an outline for literary response for poem, with support for developing a thesis. Rough draft of poem essay started.

Week #3, 1/28 and 1/30

Students will review various 6th-8th level grammar, punctuation, and vocabulary skills. Students will edit and revise poem essay (draft) through peer collaboration and evaluation.

Week #4, 2/4 and 2/6

Classic/contemporary story #1 introduced. Students will discuss and analyze key ideas, elements, and devices. Evidence-based (cited) responses will be practiced, as well as reading-comprehension

strategies. Apply literary focus to independent novels. Final draft of poem essay is due.

Week #5, 2/11 and 2/13

Continue working on understanding literary devices and applying them to reading. Book Talk will be this week. Rough draft of literary response essay #2.

Week #6, 2/20

Students will continue to work on writing skills through editing and revising of essay.

Week #7, 2/25 and 2/27

Classic/contemporary story #3 is introduced. Students will discuss and analyze key ideas, elements, and devices. Evidence-based (cited) responses will be practiced, as well as reading-comprehension strategies. Final draft of literary response essay #2 is due. Rough draft for literary response essay #3 started.

Week #8, 3/4 and 3/6

Continue developing strong text evidence and commentary. Second draft of essay #2 is due. Apply literary focus to independent novels.

Week #9, 3/11 and 3/13

In-class reflection/response for story #3 completed in class. Final draft for literary response essay #3 due. Culminating activities for Session 3.