

English/Language Arts for 6th-8th

2021-2022 Session 1, Mondays/Wednesdays

Instructor: Melanie Ware

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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). *Scholastic SCOPE* and/or *Junior Scholastic* magazines will be used (provided with online access and/or hard copies). The reading for session 1 will include mostly expository articles, although **students must have an independent novel**. Over the course of the year, 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. By the end of the year, students will have completed 2-3 final draft essays. **Writing focus in Session 1 will be summary and writing skills. Independent work is expected** (on average, two hours per week with nightly independent reading expected).

Course Expectations:

- Attend all classes or let me know before class if you know you will be absent.
- Arrive on time and prepared to provide your best effort daily.
- Keep up with **independent reading** of a novel of choice (reading check-ins weekly).
- 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 or binder with lined paper, folder, highlighter, 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 per students' needs, interests, and depth of articles.*

Week #1: 8/22 and 8/24

Focus will be an introduction to online learning and the course (defining components of ELA, such as fluency, mechanics, varied genre, etc.). There will be an informal assessment of skills, combined with "getting to know you" communication and team building activities. Independent reading.

Week #2: 8/29 and 8/31

Focus on summary strategies, recognizing inferred and concrete details, as well as learn the difference between objective and subjective writing. Students will write an informal summary on an animated short and edit work. Independent reading and check in.

Week #3: 9/7

Focus on word choice and strengthening/clarifying ideas. Summary will be assigned for an expository article (from Scholastic Scope, issues provided). Students will discuss and analyze key ideas and

evidence-based (cited) responses will be practiced, as well as reading- comprehension strategies. Rough draft of summary #1 is due. Independent reading and check in.

Week #4: 9/12 and 9/14

Students will continue to develop paraphrasing and direct quotation skills. Practice editing and revising sentence structure and paragraph organization to create more diverse and clear writing. Final draft of summary #1 is due. Independent reading and check in.

Week #5: 9/19 and 9/21

Students will discuss their perspectives on the purpose and power of various writing, and articulate what influences them and why. Students will analyze, discuss and evaluate different types of writing. Elements of fiction will be introduced, such as characters, setting, plot, themes and a short story will be read. Rough draft of narrative summary #2 is due. Independent reading and check in.

Week #6: 9/26 and 9/28

Students will edit and revise summary through peer collaboration and evaluation. Students prepare for Session 2 by practicing reading skills, including the use of annotating text while reading, and footnoting, quoting, citations when writing. Final draft of summary #2 is due. Independent reading and check in. Book Talk #1.

Week #7: 10/3 and 10/

Students will review editing skills and evaluate their writing/reading progress from the start of session. Begin preparing for session 2 by discussing and becoming familiar with a thesis. The final class of the session will culminate with a reader's theatre or similar activity.