

English/Language Arts for 6th-8th

2025-2026 Session 2, 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* may be used (provided with online access and/or hard copies). The reading for session 2 will include mostly poems and narratives, 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 2 will be literary analysis. 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 Google Classroom regularly.**
- Materials needed: Spiral notebook, folder, highlighter, and pencil/pen.

Syllabus:

*Sharing, poem and story discussion, peer review, and collaboration will be ongoing. Grammar, vocabulary and spelling will be practiced weekly. **The following syllabus is a GENERAL framework only**; class focus will adjust per students' needs, interests, and depth of articles.*

Week #1: 10/20 and 10/22

Introduction to various literary devices, such as figurative language and diction. Students will practice spotting and constructing various devices.

Week #2: 10/27 and 10/29

Focus on mood and tone through poetry, music, and drama. Introduction to poetry and two poems introduced. Students will discuss and analyze key ideas, elements, and devices. Students will develop a literary response using a thesis and text evidence for one of the poems.

Week #3: 11/3 and 11/5

Third poem introduced and response assigned. Go over narration, including point of view and tense, conflict, foreshadowing, and practice writing a thesis.

Week #4: 11/10 and 11/12

Students will use excerpts from literary works to analyze the effect of setting on mood and the differences between direct and indirect characterization. Independent reading check #2 assigned.

Week #5: 11/17 and 11/19

First short story introduced and dialectical journal/questions assigned. Review plot and analyze the text. Grammar activity focusing on parallel structure and the purpose of colons and semicolons.

Thanksgiving Break

Week #6: 12/1 and 12/3

Formal essay structure, including introduction, body paragraphs and conclusion, introduced. Essay writing prompts for a short story discussed and outline due.

Week #7: 12/8 and 12/10

Second short story introduced, discussed and analyzed in class. Rough draft for formal essay due and peer review done in class. Book Talk #2 assigned for the following week.

Week #8: 12/15 and 12/17

End of session 2 review and Jeopardy game. Final draft for response to literature essay due. Book Talk #2.