

Language Arts: Intensive Reading and Writing (Grades 5-8)

Class Description: This course provides an intensive reading and writing experience using literature chosen from Newberry Medal and Honor winners and by using the Institute for Excellence in Writing (IEW) curriculum.

For reading, books are grouped thematically over the months of the course. With their parents' help, students will choose novels from each group to read and interact with, using online resources.

The writing portion of the course will use Excellence in Writing (IEW) and will cover paragraph writing intensively. The instruction contained on the IEW DVD lessons teaches outlining and the structure of a paragraph. Students will learn how to construct a paragraph including a topic sentence, expansion with details and examples, and a concluding sentence. Sentence construction and fluency will be addressed as well through practice with "dress-ups:" learning to start each sentence with a different construction, avoiding "banned" (tired and worn out) words, and using clauses to change sentence tempo and pace. A larger report assignment comes toward the end.

Learning Materials:

Main Curriculum:

IEW Student Writing Intensive, Level B

Excellence In Writing Student Seminar Materials: 1 set of 4 DVD's, 1 binder with tabs and lesson handouts, 1 packet of Level B Teacher Notes and Student Handouts/Checklists

Supplemental:

Books, as outlined in the timeline below

Learning Goals:

Use 5th, 6th, 7th, or 8th grade CCSS for Lang. Arts (there are six of them).

Learning Activities: The student will complete reading and writing activities each week. There are two timelines below: one for reading and one for writing. (*Note: These timelines can be combined or left separate.)

WRITING WITH IEW

SEPTEMBER

Weeks 1 and 2: Lesson 1, Disc 1: Key word outlines; summarizing from Notes; combining ideas with who/which

Weeks 3 and 4: Lesson 2, Disc 1: Review; Introduce style; introduce -ly words

OCTOBER

Weeks 1 and 2: Lesson 3, Disc 1: More style: who/which clauses; strong verbs; banned words: said, thought, go/went; because clauses

Weeks 3 and 4: Lesson 4, Disc 1: Choosing a title; finishing guidelines

NOVEMBER

Weeks 1 and 2: Lesson 5 (no disc): Teacher/Parent reinforces outlines and summarizing and style learned so far

Weeks 3 and 4: Lesson 6, Disc 2: Review style; ban see/saw; quality adjectives; ban good/bad; adverbial clause

DECEMBER

Weeks 1 and 2: Lesson 7, Disc 2: Story Sequence

WINTER VACATION

JANUARY

Weeks 1 and 2: Lesson 8, Disc 2: Acting Exercise, title review, prepositions, story writing review

Weeks 3 and 4: Lesson 9, Disc 3: Dress-up review; more banned words: eat/big; hidden quality adjectives; story writing

FEBRUARY

Weeks 1 and 2: Lesson 10, Disc 3: Sentence openers: subject, prepositional phrase, -ly words, VSS

Weeks 3 and 4: Lesson 11, Disc 3: Report Writing

MARCH

Weeks 1 and 2: Lesson 12, Disc 4: Conclusion of Report Writing

Weeks 3 and 4: Lesson 13, Disc 4: Dress-up review; ban like/fun; sentence openers: clausal and -ing

APRIL

Weeks 1 – SPRING BREAK

Weeks 2, 3 and 4: Lesson 14, Disc 4: Brain inventory; choosing topics, asking questions, plus make-up

MAY

Weeks 1 and 2: Lesson 15, Disc 4: Teacher/Parent reinforces Creative Writing

Weeks 3 and 4: The Persuasive Essay - Essay #1 (see below for resources)

JUNE

Weeks 1 and 2: Continue work on the Persuasive Essay: Essay #2 (resources below)

<http://11trees.com/toolkit-academic/general-writing-strategies/171-persuasive-essay.html> (what is it?)

http://www.powayusd.com/teachers/kkangas/Language%20Arts/Writing/persuasive_essay_form_at.htm (how to organize it)

<http://www.english-zone.com/teach/pdf-files/essayoutline.pdf> (how to organize it)

<http://thewritesource.com/studentmodels/ws2k-summer.htm> (an example essay)

<http://www.ereadingworksheets.com/writing/persuasive-essay-topics/> (topics)

READING

The book lists included here are intended to provide choices that fit the criteria of being Newberry Award winners or honors, fit the genre for the month(s), make it possible to not repeat a book read in an earlier year, and customize for age, grade, and reading ability. Parent and student should participate in selection and number of books. (Tips: Check out www.goodreads.com to read a synopsis as well as reviews of specific titles. Try varying the manner in which the book is read: silently, out loud by the student, out loud by the parent, or even listening on tape or online.)

General reading format:

The student will read 20 - 30 minutes a day, 4 times a week and will keep a reading journal. Students will write for 5-10 minutes a day about what they have read. (The writing does not need to be a summary; write your reaction to what you have read, a connection you made, or something the reading reminded you of; describe a character in detail, give your opinion about something you've read, etc.) Students will complete at least two activities for each novel on their non-reading day each week.

(Activities for reading: Using the suggested websites below or others that you find for discussion questions, activities, resources, chapter quizzes, and/or a final book quiz to test your reading comprehension.

SEPTEMBER – OCTOBER

ANIMAL THEMED BOOKS – CHOOSE 3 - 4

- *Dog Song, Gary Paulsen, 1986 Honor, 177 pgs., grades 6 – 8
- *Charlotte's Web, E.B. White, 1953 Honor, 192 pgs, grades 3 - 6
- *It's Like This, Cat, Emily Neville, 1964 Medal, (can be read online at <http://librivox.org/its-like-this-cat-by-emily-neville>)192 pgs., grades 5 - 9
- *Julie of the Wolves, Jean Craighead Georg , 1973 Medal, 176 pgs., grades 5 -8
- *Old Yeller, Fred Gipson, 1957 Honor, 184 pgs., grades 4 – 8
- *Rascal: A Memoir of a Better Era, Sterling North, 1964 Honor, 189 pgs., grades 4 – 8
- *Shadrach, Meindert de Jong, illus. Maurice Sendak, 1954 Honor, 182 pgs., grades 4 - 8
- *Shiloh, Phyllis Reynolds Naylor, 1992 Medal, 144 pgs., grades 5 - 8
- *Sounder, William Armstrong, 1970 Medal, 116 pgs., grades 3 – 8

Useful websites which have free materials to supplement novels:

www.enotes.com

www.bookrags.com

www.scholastic.com/teachers/book

LibriVox @ <http://librivox.org> – acoustical liberation of books in the public domain and some texts available to read online

www.harpercollinschildrens.com/books.

Etc.

NOVEMBER – DECEMBER

REALISTIC FICTION ABOUT KIDS – CHOOSE 2 -3

- *After the Rain, Norma Fox Mazer, 1988 Honor, 256 pgs. grades 7 - 9

- *Bridge to Terabithia, Katherine Paterson, 1978 Medal, 128 pgs., grades 5 -9
- *Criss-Cross, Lynne Rae Perkins, 2006 Medal, 160 pgs., grades 5 -9
- *Dead End In Norvelt, Jack Gantos, 2012 Medal, 341 pgs., grades 5 – 9
- *The Higher Power of Lucky, Susan Patron, 2007 Medal, 160 pgs., grades 4 - 7
- *Holes, Lois Sachar, 1999 Medal, 239 pgs., grades 4 – 8
- *Missing May, Cynthia Rylant, 1993 Medal, 89 pgs., grades 6 – 9
- *Summer of the Swans, Betsy, Byars, 1971 Medal, 129 pgs., grades 5 - 8
- *Walk Two Moons, Sharon Creech, 1995 Medal, 288 pgs., grades 5 – 9

JANUARY – FEBRUARY – MARCH

HISTORICAL FICTION – CHOOSE 4 -6

- *Adam of the Road, Elizabeth Gray, 1943 Medal, 317 pgs., grades 3 – 7, High Middle Ages - England
- *A Single Shard, Linda Sue Park, 2002 Medal, 152 pgs., grades 4 -7, 12th Century Korea, Pottery
- *Bronze Bow, Elizabeth George Speare, 1962 Medal, 254 pgs., grades 5 -9, Roman Rule, Israel
- *Crispin: The Cross of Lead, Avi, 2003 Medal, 320 pgs., grades 5 – 9, England 1377
- *The Door in the Wall, Marguerite de Angeli, 1950 Medal, 128 pgs., grades 4 – 7, Middle Ages Britain, Bubonic Plague
- *I, Juan de Pareja, Elizabeth Barton de Trevino, 1966 Medal, 180 pgs., grades 7 -12, 1600's Spain + Velasquez + art + slavery
- *Inside Out and Back Again, Thanhha Lai, 2012 Honor, 272 pgs., grades 4 -7, Fall of Saigon + immigration to America for Vietnamese girl and her family
- *Kira-Kira, Cynthia Kadohata, 2005 Medal, 272 pgs., grades 5 -9, Japanese American immigrants in 1950
- *The Midwife's Apprentice, Karen Cushman, 1996 Medal, 144 pgs. Grades 4 -7, Medieval England
- *Number the Stars, Lois Lowry, 1990 Medal, 137 pgs., grades 4 -8, WWII + Nazi + Copenhagen
- *Perilous Gard, Elizabeth Marie Pope, 1975 Honor, 280 pgs., grades 5 -8, 1558 England
- *Trumpeter of Krakow, Eric Kelly, 1929 Medal, 208 pgs., grades 6 – 9, High Middle Ages + Poland (AD1241)
- *Young Fu of the Upper Yangtze, Elizabeth Lewis, 1933 Medal, 306 pgs., grades 5 – 8, 1929 China

APRIL –MAY –JUNE

SURVIVAL/HARD TIMES – CHOOSE 4-5

- *Dicey's Song, Cynthia Voigt, 196 pgs., 1983 Honors, Teen/Family Survival (prequel: Homecoming)
- *Turtle in Paradise, Jennifer L. Holm, 177 pgs., 2010 Honors, Great Depression
- *Moon over Manifest, Clare Vanderpool, 350 pgs., 2010 Honors, Great Depression
- *The Year of Billy Miller, Kevin Henkes, 240pgs., 2014 Honors, grade 3-8
- *Splendors and Glooms, Laura Amy Schlitz, 2013 Honors, grades 6-8, fantasy Non-Newberry, but good:
- *The City of Ember, Jeanne Duprau, 270 pgs., Earth's Survival + Post-apocalyptic
- *I Am the Ice Worm, MaryAnn Easley, 127 pgs., grade 5, Survival story for girls (like Paulsen's the Hatchet)

Progress Criteria/Methods of Evaluation: For successful completion of this course, the student will complete at least 70% of the lessons/goals, at a minimum of 70% accuracy, following the timelines above. The timeline includes reviews, reading journal, reading projects, and student writing. Formative writing assessments will be done throughout the year as parent and teacher review writing assignments. Summative assessments will be reading quizzes/final tests and final drafts of writing.