

# English 2-4



## Syllabus 2017-2018

Ms. Rocque

(708) 990-2081

M-Th (7:30am-10pm) Sat-Sun (10am-5pm)

This letter contains expectations of your student in the **English 2-4 classroom**. English 2-4 looks to improve student's reading level, writing ability, listening skills, vocabulary, and SAT level skills. We will also be using Read Theory to track reading level growth. Specific class goals include:

- Increasing reading comprehension levels by 1.5 years
- Mastering the reading skills of context clues, inferencing, using textual evidence, finding central ideas, theme and characterization.
- Mastering the grammar goals:
  - Complete sentences
  - Complex sentences
  - Identification of proper verb tense
  - 20 irregular verbs
  - Use of conjunctions and punctuation to lengthen sentences
- Mastering and using 100 new vocabulary words in speech and writing
- Listening and following 4-5 step verbal directions

### **Units Include:**

*Independent Reading*- A review of reading skills presented last year including theme, textual evidence and characterization. Outlines the expectation of independent reading for the remainder of the school year.

*The Power of Words*- Mastery of using context clues, online dictionaries, and word parts to define unknown words. This unit will lay a foundation for continued vocabulary building.

*Lily and Dunkin*- A look at advanced characterization and how authors use literature to explore current social norms and issues.

*Conspiracy Theories*- Through examining articles and studies of some of the more popular conspiracy theories, students will gain strategies to approach difficult entries found on the SAT.

*A Diary of a Part-Time Indian*- A look at journaling as a way to explore social emotional issues and improve writing.

### **Grading will be as follows:**

*Class/ Homework: 35%*- Finishing work assigned in-class including independent reading. This requires students to stay focussed and possibly complete unfinished work at home.

*Weekly Participation: 10%*- Attendance, tardies, asking and answering questions in class

*Vocabulary Mastery: 15%*- Completing Vocabulary Tasks and Mastery Quizzes

*Reading Mastery/ Growth: 15%*- Completing Reading Skill Tasks and Mastery Quizzes

*Grammar Master: 15%*- Completion of Grammar Tasks and Mastery Quizzes

*Unit and Semester Tests/Quizzes: 10%*- Unit and semester assessments

### **Grading Scale:**

90%-100%	A
80%-89%	B
70%-79%	C
50%-69%	D
0%-49%	F*

\*Receiving an F will result in having to redo the class by extending the number of years in school or paying for online/ Saturday classes.

\*Good Grades are guaranteed if you 1) Have good attendance and 2) Do your best in class

**Materials required:** Middle sized 3 ring binder, 5 dividers, 3 readable pens (black/ blue/ other dark color)

## CCSS: English Language Arts 6-12

### CCSS: Grade 8

#### **Capacities of the Literate Individual**

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

-They comprehend as well as critique

-They demonstrate independence

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

#### **Reading: Literature**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting

motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

## **Language**

### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy)

### **Language Progressive Skills**

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

L.5.1d. Recognize and correct inappropriate shifts in verb tense

L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).

L.4.3b. Choose punctuation for effect

## **Speaking & Listening**

### **Comprehension and Collaboration**

SL.9-10.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas

# IL: Early High School

## **GOAL 1- Self Awareness & Management**

- A. Identify and manage one's emotions and behavior.
  - 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.
  - 1A.4b. Generate ways to develop more positive attitudes
- B. Recognize personal qualities and external supports.
  - 1B.4a. Set priorities in building on strengths and identifying areas for improvement.
- C. Demonstrate skills related to achieving personal and academic goals.
  - 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.
  - 1C.4b. Apply strategies to overcome obstacles to goal achievement

## **GOAL 2- Social Awareness**

- A: Recognize the feelings and perspectives of others.
  - 2A.4a. Analyze similarities and differences between one's own and others' perspectives
- B: Recognize individual and group similarities and differences.
  - 2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.

## **GOAL 3- Decision Making Skills**

- A: Consider ethical, safety, and societal factors in making decisions
  - 3A.4a. Demonstrate personal responsibility in making ethical decisions
  - 3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.

I look forward to this semester and watching you improve your reading, writing, and speaking skills. There is a lot to learn and it will take strong attendance, participation and studying to reach your goals. Come to school, be on time, do your work, study at home, ask questions and DO NOT GIVE UP!!!!

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