

English Strategies: Syllabus

General Units

- 1 Introductions and Skills (1 week)
 - 1.1 Rules and expectations
 - 1.2 Classroom skills
 - 1.3 Note taking and outlining
 - 1.3.1 Parts of speech as model lecture/outline
- 2 Grammar: Parts of speech (3 weeks)
 - 2.1 Assessments
 - 2.1.1 Project: article analysis
 - 2.1.1.1 Each student will bring in a newspaper article of between 200 and 300 words.
 - 2.1.1.2 Ultimate goal: provide count of all parts of speech.
 - 2.1.2 Extra credit: write a rap that explains the parts of speech and provides examples
 - 2.2 Topics/lessons
 - 2.2.1 Nouns: **What are the different forms of nouns?**
 - 2.2.1.1 Topics
 - 2.2.1.1.1 Nouns in general
 - 2.2.1.1.1.1 Lecture/notes
 - 2.2.1.1.1.2 Activity: *EOW* Exercise 1 (431)
 - 2.2.1.1.2 Compound nouns
 - 2.2.1.1.2.1 Lecture/notes
 - 2.2.1.1.2.2 Activity: *EOW* Exercise 2 (432)
 - 2.2.1.1.3 Possessive nouns
 - 2.2.1.1.3.1 Lecture/notes
 - 2.2.1.1.3.2 *CS Language Arts* 8
 - 2.2.1.2 Culminating Activities
 - 2.2.1.2.1 Activity: *EOW* Exercise 3 (434)
 - 2.2.1.2.2 Types (*CS Language Arts* 5)
 - 2.2.1.2.3 Pick categories (clothing, food, etc.) in groups and brainstorm a list of examples
 - 2.2.1.3 Homework:
 - 2.2.1.3.1 Begin article project
 - 2.2.1.3.2 Identify the nouns.
 - 2.2.2 Pronoun: **What are pronouns, and how can I identify them?**
 - 2.2.2.1 Starter: Look around the room and identify 10 nouns
 - 2.2.2.2 Defining pronoun: **What are pronouns and antecedents?**
 - 2.2.2.2.1 Lecture/notes
 - 2.2.2.2.1.1 Write three sentences on board that don't use pronouns. Write in journal about what they notice about these sentences.

- 2.2.2.2.1.1.1 John never calls John's girlfriend.
- 2.2.2.2.1.1.2 John's girlfriend will probably leave John.
- 2.2.2.2.1.1.3 John often treats John's girlfriends disrespectfully.
- 2.2.2.2.1.1.4 John's girlfriends often leave John.
- 2.2.2.2.1.2 Based on *EW* 436
- 2.2.2.2.2 Activities
 - 2.2.2.2.2.1 *EW* Exercise 4 (436)
 - 2.2.2.2.2.2 Pronoun-antecedent (*CS Language Arts* 10)
- 2.2.2.3 Demonstrative, interrogative, and relative pronouns: **What are some pronouns that don't look like pronouns?**
 - 2.2.2.3.1 Lecture/notes
 - 2.2.2.3.1.1 Identification only; classification unnecessary (and not possible considering the background knowledge need to understand relative pronouns)
 - 2.2.2.3.1.2 Focus on demonstrative
 - 2.2.2.3.1.3 Mention that these can also be used as adjectives
 - 2.2.2.3.2 Activity: *EW* Exercise 6 (441)
- 2.2.2.4 Indefinite Pronouns: **What is an indefinite pronoun?**
 - 2.2.2.4.1 Lecture/notes (based on 442); make list in notes
 - 2.2.2.4.2 Activities
 - 2.2.2.4.2.1 *EW* Exercise 8 (443)
 - 2.2.2.4.2.2 *CS Language Arts* 14
 - 2.2.2.5 Homework (for all): identify and classify pronouns
- 2.2.3 Adjectives: **What are adjectives?**
 - 2.2.3.1 Defining adjectives and how they work
 - 2.2.3.1.1 Define adjective
 - 2.2.3.1.1.1 How does an adjective modify (*EW* 446)
 - 2.2.3.1.1.1.1 What kind?
 - 2.2.3.1.1.1.2 Which one?
 - 2.2.3.1.1.1.3 How much/many?
 - 2.2.3.1.1.2 Activity: *CS Language Arts* 32
 - 2.2.3.1.2 Articles
 - 2.2.3.2 Other parts of speech as adjectives: **How can words change their role in a sentence?**
 - 2.2.3.2.1 Lecture/Notes
 - 2.2.3.2.1.1 Based on *EW* 450
 - 2.2.3.2.1.2 How can I tell if it is a noun or an adjective?
 - 2.2.3.2.1.2.1 Can I replace it with another noun?
 - 2.2.3.2.1.2.2 Does the word answer any of these questions?
 - 2.2.3.2.1.2.2.1 What kind?
 - 2.2.3.2.1.2.2.2 Which one?
 - 2.2.3.2.1.2.2.3 How much/many?

2.2.3.2.2 Activities

2.2.3.2.2.1 *EOW* Exercise 10 (447)

2.2.3.2.2.2 *CS Language Arts* 38

2.2.3.3 Demonstrative adjectives

2.2.4 Verbs: **What are verbs?**

2.2.4.1 Linking and action verbs: **What is the difference between linking and action verbs?**

2.2.4.1.1 Lecture/notes

2.2.4.1.1.1 How can I determine if it's a linking or action verb?

2.2.4.1.1.1.1 What is the verb?

2.2.4.1.1.1.2 Can I replace the verb with a form of "be" without changing the sense of the sentence?

2.2.4.1.1.1.2.1 Yes = linking verb

2.2.4.1.1.1.2.2 No = action verb

2.2.4.1.1.1.3 Does it express an action (mental or physical)?

2.2.4.1.1.2 Common linking verbs (copy to notes) (*EOW* 461)

2.2.4.1.2 Activities

2.2.4.1.2.1 *EOW* Exercise 4 (461)

2.2.4.1.2.2 *EOW* Exercise 5 (462)

2.2.4.1.2.3 *CS Language Arts* 16

2.2.4.2 Main verbs and auxiliary/helping verbs: **What are auxiliary verbs?**

2.2.4.2.1 Lecture/notes (based largely on *EOW* 464)

2.2.4.2.2 Activities

2.2.4.2.2.1 *CS Language Arts* 17

2.2.4.2.2.2 Exercise

2.2.4.3 Verb tenses (*CS Language Arts* 22, 23)

2.2.5 Adverbs

2.2.5.1 (*CS Language Arts* 39)

2.2.5.2 Adverbs and adjectives

2.2.6 Prepositions

2.2.6.1 Prepositions and prepositional phrases (*CS Language Arts* 43, 44)

2.2.6.2 Prepositional phrases used as adjectives and adverbs (*CS Language Arts* 45, 46)

2.2.7 Conjunctions

2.2.7.1 Coordinating and correlative (*CS Language Arts* 56)

2.2.8 Interjections

2.2.8.1 (*CS Language Arts* 57)

3 *Night-john* (2 weeks)

3.1 Writing: Introduction to reader's journal

3.2 Reading: Plot and related elements

3.2.1 Plot diagram

3.2.2 Setting

- 3.3 Importance of reading
- 4 The Sentence, Paragraph, and Bluford Series (4 weeks)
Students will use the reader's journal entries they are creating while reading selections from the Bluford Series. Much of the time we will simply be practicing through imitation.
 - 4.1 The Sentence (1.5 week)
 - 4.1.1 Construction
 - 4.1.1.1 Subject and predicate
 - 4.1.1.1.1 Complete and simple subjects(*CS Language Arts 50*)
 - 4.1.1.1.2 Complete and simple predicates (*CS Language Arts 51*)
 - 4.1.1.1.3 Compound subjects and predicates (*CS Language Arts 52, 53*)
 - 4.1.1.1.4 Predicate nominatives (*CS Language Arts 28*)
 - 4.1.1.1.5 Predicate adjectives (*CS Language Arts 33*)
 - 4.1.1.2 Subject-verb agreement
 - 4.1.2 Sentences (modeling and copying)
 - 4.2 Grammar and Writing: Fragments and Run-on (0.5 week)
 - 4.2.1 (*CS Language Arts 58, 59*)
 - 4.3 Grammar and Writing: The Paragraph (1 week)
- 5 *The Glory Field* (6 weeks)
 - 5.1 Writing: Introduction to
 - 5.1.1 summarizing (use material from GT Curriculum)
 - 5.1.2 inferring, and
 - 5.1.3 predicting
 - 5.2 Reading: Introduction to
 - 5.2.1 inferring
 - 5.2.2 predicting
 - 5.3 Introduction to literature circle?
- 6 Persuasion and Bias (4 weeks)
 - 6.1 Reading:
 - 6.1.1 Fact and Opinion (*BNB Reading Comprehension 20, 21*)
 - 6.1.2 Bias (*BNB Reading Comprehension 40-42*)
 - 6.1.3 Persuasive techniques
 - 6.1.3.1 Repetition
 - 6.1.3.2 Rhetorical question
 - 6.1.3.3 Appeal to reason
 - 6.1.3.4 Appeal to authority
 - 6.1.3.5 Appeal to emotion
 - 6.1.4 Logical errors
 - 6.2 Writing: Persuasive techniques
- 7 Poetry (4 weeks)
 - 7.1 How to read a poem (from conference session)
 - 7.2 Reading
 - 7.2.1 Literary devices (*BNB Reading Comprehension 46-49*)

- 7.2.2 Sound devices
- 7.3 Writing: Poetry portfolio
- 8 Memoir (4 weeks)
 - 8.1 Reading
 - 8.1.1 Excerpt from *I Know Why the Caged Bird Sings*
 - 8.1.2 "Cub Pilot on the Mississippi"
 - 8.2 Writing
 - 8.2.1 Memoir
 - 8.2.2
- 9 Short stories (3 weeks)
 - 9.1 Reading
 - 9.1.1 Plot (review)
 - 9.1.2 Characterization
 - 9.2 Writing: Short story
- 10 *Anne Frank* and Research (5 weeks)
 - 10.1 Writing: Research
 - 10.1.1 Finding a research topic
 - 10.1.2 Conducting research
 - 10.1.3 Taking notes on research
 - 10.1.4 Organizing notes and writing a first draft
 - 10.1.5 Documenting sources
 - 10.2 Reading:
 - 10.2.1 Historical context
 - 10.2.2 Cause and effect

Mini-Units

These mini-units occur within other units.

- 1 Words (every Friday)
 - 1.1 Commonly confused words
 - 1.1.1 Homophones and Homographs (*BNB Words and Vocabulary* 25-27)
 - 1.1.2 Commonly confused (*BNB Words and Vocabulary* 38)
 - 1.1.3 (*BNB Spelling* 27, 28, 31)
 - 1.1.4 Easily confused verb pairs (*CS Language Arts* 31)
 - 1.1.5 Adverbs and adjectives (*CS Language Arts*)
 - 1.1.5.1 well/good bad/badly
 - 1.1.5.2 Grammar book
 - 1.2 Roots
 - 1.2.1 (*BNB Words and Vocabulary* 34, 35)
 - 1.2.2 (*BNB Spelling* 19)
 - 1.3 Prefixes and suffixes
 - 1.3.1 (*BNB Words and Vocabulary* 30-33)

- 1.3.2 (*BNB Spelling* 18)
- 1.3.3 (*BNB Spelling* 20-25, 40)
- 1.4 Spelling
 - 1.4.1 Commonly misspelled words (*BNB Spelling* 10, 11)
 - 1.4.2 Silent letters (*BNB Spelling* 16)
 - 1.4.3 Spelling rules
 - 1.4.3.1 i and e (*BNB Spelling* 13)
 - 1.4.3.2 Exceptions (*BNB Spelling* 14)
- 1.5 Capitalization
- 1.6 Discerning parts of speech
 - 1.6.1 Endings (*BNB Spelling* 20-25)
- 1.7 Idioms and figurative language
 - 1.7.1 (*BNB Reading Comprehension* 13)
 - 1.7.2 (*BNB Words and Vocabulary* 40, 41)
- 1.8 Using context (*BNB Words and Vocabulary* 16, 17)
- 1.9 Connotation and denotation (*BNB Words and Vocabulary* 18, 19)
- 2 Writing
 - 2.1 Adding details
 - 2.1.1 Using personification (*BNB Writing* 14)
 - 2.1.2 Action verbs
 - 2.1.2.1 (*BNB Writing* 15)
 - 2.2 Removing clichés (*BNB Writing* 17)
 - 2.3 Removing excess words (*BNB Writing* 16)
 - 2.4 Transitions
 - 2.4.1 (*BNB Writing* 20)
 - 2.5 Order and sequencing
 - 2.5.1 Sequence (*BNB Writing* 22)
 - 2.6 Varying sentence length
 - 2.6.1 (*BNB Writing* 30, 31)
 - 2.7 Mood
 - 2.7.1 (*BNB Writing* 32, 33)
 - 2.8 Audience
 - 2.8.1 (*BNB Writing* 35-37)
- 3 Miscellaneous skills and topics
 - 3.1 How to read a passage and create a dramatic interpretation
 - 3.2 How to provide/write sentences with context to avoid sentences like, "There was a lot of commotion." The word must fit exclusively/precisely.
- 4 Book reports (for daily SSR)
 - 4.1 Junior Book Awards

Abbreviations

- *CS Language Arts*: Core Skills Language Arts

- BNB: Basic Not Boring
- *EOW: Elements of Writing*