

ELA

Workshop 8

Contact Information:

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General Course Description:

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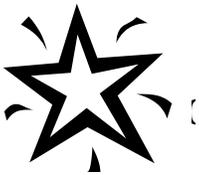
“Writing is learned by imitation. I learned to write mainly by reading writers who were doing the kind of writing I wanted to do.”

~William Zinsser

The eighth grade ELA workshop curriculum is a combination of Reader’s and Writer’s Workshop with focus on the national Common Core standards to guide instruction. Student will use challenging books of their choice within the Reader’s Workshop model to achieve and go beyond standards. Students will write using the tools and skills they’ve learned in class and from their text. Students also spend time with longer pieces of fiction in reading *Night* by Elie Wiesel and *Kaffir Boy* by Mark Mathabane. Discussion is emphasized and students are expected to generate and share meaning and understanding based on textual evidence.

Learning Materials Needed Daily:

1. Notebook
2. Several pencils and a pen
3. A novel of your choice at home and in class
4. A folder or 3 ring binder



Success in this class for *every* student is a priority. Please remember that communication is an essential factor in all we do and therefore, do not ever hesitate to address me—especially because together, we can work at making anything possible.

All students are expected to follow the Capitol Hill Behavior policy (PBIS)

Cougar RoaRS

We are Respectful
We are Responsible
We are Safe

ELA Workshop 8 Unit Information:

Planned Units of Study

ELA Readers Workshop Launch

Analytical Reading Across Genres: Themes, Archetypes, and Allusions

Critical Nonfiction Reading Across Texts: *Night* and *Kaffir Boy*

Investigative Journalism

Native American Literature

Position Paper

Fantasy and Dystopian Book Clubs

Literary Essay

Character Analysis

Other areas of content as the need arises and time allows

Content-based Instructional Practices:

Disciplinary Literacy (modeling, guiding questions, standards-based, scaffolded instruction, pair-share, readers'/writers' workshop)

Principles of Learning (organizing for effort, clear expectations, accountable talk, academic rigor, socializing intelligence, fair and credible evaluations, learning as apprenticeship)

Inquiry-based instructional units: Students are encouraged to make connections to the text with evidentiary statements to back up opinions (Accountable Talk)

Embedded and specific vocabulary instruction

Process approach to writing (drafting, revising, editing, publishing) embedded in each unit including both informal and formal writing and the use of writers' notebooks.

Standards of Effective Teaching

Assessments (on-going, formative and summative):

Formative: readers'/writers' notebooks, engaged reading quick-writes, entrance-exit slips, peer group reviews, quizzes, etc.

Summative: Student/Teacher conferencing, informative writing, narrative writing, identification of elements of argument, etc.