

Welcome to Middle School English Language Arts B!

This course is designed for 7th-9th grade students. It is also designed to be more rigorous than the introductory course in both reading and writing text complexity. Students should be familiar with the basic five paragraph format because we will be moving beyond that format rather quickly. Readings and writings will be assigned for “at home” work as well as in class quick reads and writes. Students are expected to be prepared for class by having the assigned readings complete and subsequently participating in the class discussions. A diverse selection of genres will be assigned (including, but not limited to: poetry short story, novels, articles, and essays) and it is expected that students will write across multiple formats as well. Although basic grammar and mechanics will be discussed during class time, most writings and responses will be examined for content. That is not to say that grammar and mechanics are not important, but rather to say that those errors should be minimal. At this stage, it is expected that students know how to utilize a spell check tool and that students know proper capitalization and punctuation usage. Rereading writings before submission is a requirement!

Each week, I will update assignments and provide course announcements on my website (www.rowereads.com). I will also link extra relevant materials there, so be sure to check the website each week. In addition, students will need access to Google drive to submit papers and responses. If this is not a feasible option, please discuss this with me as early as possible so we can come up with an alternative solution.

This course is designed to introduce students to a variety of literature and writing that they may not have had the opportunity to experience before. Having said that, some of the content we read contains sensitive situations and could possibly have language that might be outside our school vernacular. In class, this will be discussed through the lens of author technique (“Why did the author choose to use that language at that time?” “Does it enhance or detract from the text?” etc.). It is expected that students will approach texts with maturity and respect.

It is my goal to move students more toward loving reading and writing. If they hate both now, that’s o.k. Hopefully, by the end of the year, they will, at the very least, see the value of both. If they love both already, that’s awesome! Hopefully, by the end of the year, they will love it even more and see growth in both areas. Really, it’s my personal challenge to get everyone to love reading and writing as much as I do! Please do not hesitate to reach out to me for any reason! Feel free to email or catch me in the hall to chat.

I am looking forward to working with you this year and I cannot wait to see how much your students grow and learn during this time!

On the next page, you will find the tentative course of study¹ for the first semester.

Dr. Rowe

Tentative Course of Study for MS ELA B

¹ The instructor reserves the right to alter the schedule at any time to best fit the needs of all students.

Dates	Texts	Skills Covered	Writings Produced
8/20 8/27 9/3 9/10 9/17 9/24	Book: <i>Brown Girl Dreaming</i> (Woodson) Poetry: “I’m Nobody” (Dickinson) “Dreams” (Hughes) “Where I’m From” (Lyon) Short Stories: “Eleven” & “My Name” (Cisneros) “Seventh Grade” (Soto) “The Fun They Had” (Asimov) Excerpts from <i>Encyclopedia of an Ordinary Life</i> (Krause Rosenthal)	Literary Analysis and Response Figurative Language Plot Elements Mentor Sentences MLA Review Plagerism	List Poems Quick Writes in Response Personal Narratives (Formal & Informal) Memoir (Various Genres)
10/1 10/8 10/15 (Fall Break) 10/22	Short Stories/Poems: “The Legend of Sleepy Hollow” (Irving) “The Lottery” (Jackson) Poetry: “The Raven” (Poe)	Plot Elements Literary Analysis and Response Mentor Sentences Figurative Language Elements of Suspense, Tensions, Irony, Point of View Live Versions in comparison	Opinion Writings Quick Writes in Response Thematic Journals
10/29 11/5 11/12 11/19 11/26 (Thanksgiving)	Book: <i>Refugee</i> by Alan Gratz Short Stories: “Toy Stories” by Gabriele Galemberti “Young Immigrants” by Scholastic Poetry: “New Collossus” by Emma Lazarus “Things We Carry on the Sea” by Wang Ping	Character Analysis Plot Elements Point of View; How do characters respond to conflict? Mentor Sentences Arguments and Claims	Character Analysis Paper Research Paper/Argumentative Paper Possible Research Geneology
12/3 Virtual 12/10 Virtual 12/17 Virtual	Book: <i>A Christmas Carol</i> by Charles Dickens	Allusions Plot Elements Mentor Sentences	Quick Writes Response/Disucssion Questions Narrative Writing using Christmas Carol as a mentor