

SYLLABUS FOR
English Language Arts (ELA) 1
Chapter 683 - Summer 2020 P35M/BEACON HIGH SCHOOL

Presenters:

Ms. Perrin aperrin2@manhattanhs.org
Ms. Ceballos iceballosiaconis@manhattanhs.org

Course Summary for Essential English

The purpose of this class is to assist with improving each student's reading and writing skills, as well as provide them with word knowledge. Students will be provided with daily and weekly opportunities to read, communicate, reflect, and create. Each student is given the Informal Reading Inventory for the summer. This instrument is used to guide reading instruction and to help focus on the area of greatest weakness that may be word identification, language comprehension, or print processing beyond word identification. Students are given daily instruction based on the **STANDARD 4** of the *New York State Learning Standards*, which are: Guided Reading, Self-Selected Reading, Writing, and Working with Words. The four blocks represent the different approaches to teaching students to read, and write, while also acknowledging that students differ in their literacy competence

OBJECTIVES

- Use and understand an appropriate and varied range of vocabulary
- Demonstrate a critical awareness of a range of written and visual texts
- Express an informed personal response of literary and non-literary text

Methods of Assessment:

Formative and Summative Assessments

Formative:

Students are encouraged to write without standards. Students receive credit for attempting and completing these assignments. These assessments include: email, daily reading activities, word wall activities, and an instructional strategy.

Summative:

Helps students judge their academic progress. This assessment includes the Informal Reading Inventory, on-line participation, and projects.

How you will be graded:

- a) Class work and homework.
- b) Timely return of class assignments.
(each week, except as noted)
- c) Presenters evaluation, participation and general expectations.

General expectations are defined as follows:

- a) Show respect for yourself, your peers and all school faculty and administration members.
- b) Be prepared for class as programmed, sign-on line on time ready with work, and ready to participate. Participate in discussions and class activities.

Coarse Break-Down by The Week

Week 1

Discovery utilizing the internet view video passage and writing their observation. Lessons are modeled in a tiered scaffold with student comprehension and skill level in mind.

Week 2

Continued discovery using the internet with the addition of vocabulary insertion.

Week 3

Introduction to descriptive writing in combination with vocabulary acknowledgment. As the coarse progresses the emphasis is continue to encourage the students to write with punctuation and practiced proof reading.

Week 4

Decipher reading passages in conjunction with vocabulary insertions. use language as a tool for personal growth, social interaction and for developing.

Week 5

Use and understand an appropriate and varied range of vocabulary
demonstrate a critical awareness of a range of written and visual texts

Week 6

Express an informed personal response of literary and non-literary text
Culmination of the all work to reported for final grading.

Finale of Summer Coarse 2020