

MACOPIN SCHOOL

Grades 7 and 8

I. COURSE TITLE:

Combined/Advanced Thinking Skills I and II - Reading and Language Arts

II. TEXTBOOK:

Best-Selling Chapters. Middle level. Raymond Harris. Jamestown Publishers, Providence, RI, 1994.

Composition: Prewriting, Response, Revision. Wilbert J. Levy. Amsco Writing English Series. Amsco School Publications, New York, NY. 10013

The EWT Coach Reading. Sheila C. Crowell and Ellen D. Kolba. Educational Design, Inc., New York, NY 10011.

The EWT Coach Writing. Sheila C. Crowell and Ellen D. Kolba. Educational Design, Inc., New York, NY 10011.

Paragraph Power. Wilbert J. Levy. Amsco Writing English Series. Amsco School Publications, New York, NY 10013.

Sense of Sentences. Wilbert J. Levy. Amsco Writing English Series. Amsco School Publications, New York, NY 10013.

Strategies for Success in Reading. June Coultas and James Ed. Swalm. Berrent Publications, Roslyn, NY 11576.

Strategies for Success in Writing. June Coultas and James Ed. Swalm. Berrent Publications, Roslyn, NY 11576.

Writing English Foundations. Wilbert J. Levy. Amsco Writing English Series. Amsco School Publications, New York, NY 10013.

III. COURSE DESCRIPTION:

This course will focus on practical, highly motivating activities that assist students in developing their intellectual potential. Emphasis is placed on the general thinking processes that underlie school learning. Literature and writing skills are integrated throughout the course. A priority is helping students achieve success on the New Jersey Eighth Grade Early Warning Test in reading and writing.

IV. COURSE OBJECTIVES:

Upon completion of the requirements for this course, the student should demonstrate the ability to:

- A. Use a variety of prewriting, writing, and postwriting strategies.
- B. Select appropriate details, language, and organization of content in response to a particular audience.
- C. Select appropriate details, language, and organization of content in response to a particular purpose.
- D. Maintain a consistent purpose and point of view throughout the text.
- E. Edit and revise writing of their own and others.
- F. Actively seek and give constructive feedback.
- G. Use age-appropriate language conventions, including capitalization, punctuation, and spelling.
- H. Use multiple strategies to read and construct meaning from narrative, persuasive, informative, and everyday texts.
- I. Relate information, situations, and characters to a wider range of experience and knowledge.
- J. Make connections between and among a variety of texts, knowledge, and personal experiences.
- K. Use self-monitoring strategies to check understanding and reflect on personal growth.
- L. Realize when understanding is not occurring and select appropriate strategies for clarification.
- M. Use a variety of test-taking skills in answering multiple choice, open-ended, and essay questions.

N. Engage in risk-taking and approximation in the learning process.

V. COURSE CONTENT OUTLINE:

A. Writing

1. Content and organization
2. Usage
3. Sentence construction
4. Mechanics

B. Reading

1. Central or controlling idea
2. Supporting details, facts, and examples
3. Visual data
4. Sequence and organization, including spatial, order of importance, problem/solution, cause/effect, and comparison/ contrast
5. Narrative text
6. Informational text
7. Persuasive text
8. Everyday text

VI. STUDENT ACTIVITIES:

- A. Analyze sample essays using registered holistic scoring grid
- B. Paired editing of student work
- C. Analyze good reading/writing responses
- D. Sentence combining and expansion exercises
- E. Research information for writing a persuasive text.
- F. Write responses to materials read, making connections, clarifying, stating controlling idea, etc.
- G. Participate in small and large group discussions of materials read regarding story elements and author strategies.
- H. Analyze and predict text development based on personal experience, purpose, audience, situation, and knowledge of the genre.
- I. Analyze audience and purpose and the implications of these for reading and writing.
- J. Analyze editorials and apply concepts to own writing.
- K. Analyze advertising techniques and apply to own creations.
- L. Write responses using different points of view on same topic or event.
- M. Practice with a variety of prewriting strategies.
- N. Use a variety of expressive forms to demonstrate understanding of text.
- O. Read, write, and follow directions.
- P. Practice test-taking exercises.
- Q. Maintain a folder of work completed.
- R. Self-assess progress through a review of work completed.

VII. EVALUATION OF STUDENT LEARNING:

The ultimate evaluation of student performance in this program is evidence of independence in thinking and acting upon strategies that are well thought out and have merit in that they project success on the part of the student. This is a performance-based course. The student will be producing work that indicates successful integration of information and skills.

A. Grade Development

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| 1. Student writing | - | 20% |
| 2. Selected projects | - | 20% |
| 3. Homework assignments | - | 20% |
| 4. Class participation | - | 20% |
| 5. Evidence of successful strategies | - | 20% |