**English I**

**Mrs. Beery**

**Week 2**

**August 22-26**

Welcome to week two of your high school experience. I want to take the opportunity to thank you again for all of your energy and effort last week. Throughout the free writing activities and the introductory game, we started cultivating a healthy and safe learning community in our classroom. Moreover, our discussion and reflection on the classroom rules and expectations served to also strengthen our learning community. I hope everyone comes to class every day with an open mind and a caring heart. We want to take risks in this space and know our peers will respect our differences and listen to the plethora of ideas we want to share. Subsequently, we enter this classroom everyday as equals who share a mutual respect for learning in hopes that we can use our knowledge to empower ourselves and others. As your instructor I want you to know that I want you to be an advocate for yourself this year and use your voice to communicate your needs. If you need to discuss anything, please do not hesitate to speak with me or set up a conference.



In addition, let’s be grateful for the opportunity to see writing outside of the vacuum of a high school experience. By seeing, meeting, and listening to Shelley Pearsall, be reminded that writing is meant to be shared, discussed and appreciated as an artful craft. It should not exist solely has an assignment for me to read or for you to pound out the night before a due date. It lives and breathes. It can change lives and perspectives. It can connect and reinforce the authentic rhythms of the world and lead to redemption of the character and the reader. It instills passion and awe!!!!

Using this knowledge, this week we continue focusing on your summer reading text, analysis and synthesis. During the first few days you will be asked to reflect on some themes and lessons from Arthur and his journal. Thank you in advance for all of your hard work, for taking this first assignment seriously, and for beginning the practice of analysis through the 5 whys.

Learning Goals for This week

**Reading:** (power standard/culture standard-)Power standard means that it is a focus throughout the year

* I can read closely and find answers explicitly in text and answers that require an inference
* I can thoroughly support both explicit and inferential questions by analyzing an author’s words and determining multiple pieces of textual evidence that strongly support those questions.
* I can determine how specific details in the text reveal and continually refine a central idea.
* I can compose an objective summary starting the key points of the text without adding my own opinions or feelings.
* I can determine the overall analysis, ideas, or events being conveyed by an author.
* I can analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.

**Writing:**

* I can define common organizational/formatting structures and determine the structures that will allow me to organize my complex ideas best.
* I can identify the writing style that best fits my task, purpose, and audience.
* I can use organizational/formatting structures to develop my writing ideas.
* I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.

**Speaking & Listening:**

* Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented



**PLEASE PURCHASE *The Pen Commandments* BY Tuesday, SEPTEMBER 5TH**

 **(You must order online)**

M: **Independent reading + Reading Log : (10 minutes)**

 Check for novel (*Of Mice and Men*)

 Graffiti Mat: ONION: Analyze the 5 whys of lightbulbs

 Quick Journal Response: What object did you bring in? Why is it trash? How can it be treasure?

Pictures of trash and treasure; L. Camino’s picture of the “Throne” at the Smithsonian;

Defining and setting distinctions on what makes trash and what makes Treasure-Class discussion

**T: 6th period only----9th graders will go to meet Shelly Pearsall in the high school auditorium**

**Journal**: Pick one “most important thing” from your list on the handout and expand on how this thing is important to 1) Arthur 2) you 3) the world

Discussion: Why are passion and awe important in humanity?

**Video:** Jason Silva <https://www.youtube.com/watch?v=Mg1MSIo9Cdw> (first 2.30 minutes)

We have a responsibility to Awe!!!!

**Journal response: 1) Write a paragraph responding to Silva’s statement “**We have a responsibility to Awe!!!!” **in your life 2) How does this statement explain awe in Arthur?**

W: **Independent reading + Reading Log : (10 minutes)**

report to Lab 217: sign up for Google Classroom and review webpage---collect books and go over expectations

TH: DOG --- (10 minutes) (every T/TH you will complete Daily Oral Grammar and Journal)

 “Pushed out of my comfort zone. **Grappling** with the New to find curiosity and passion”

Experiments of growth and risk taking—name—game—fame---enflame

F: **Independent reading + Reading Log : (10 minutes)**

Begin OMAM: How to approach a novel---reading at a high school level with passion, awe, curiosity, growth, critical eye, etc….

 HMWK: Read chapter 1 and write a reaction paper (one page typed)