

English Reading & Writing for Grade 4-5

Saturdays 11 AM - 11:50 AM or 12 PM - 12:50 PM

Instructor: Katharine Zhang

Email: kat.tothe.rin@gmail.com

Course Description:

This course occurs once a week for an hour and focuses on strengthening the student's ability to write grammatically correct sentences, convey and organize ideas clearly, and how to approach different modes of writing (ie. persuasion, narration, expository, descriptive, and creative writing).

In class, we'll start by reviewing the previous week's homework, before covering the current week's material. Nearing the last 10 minutes of class, the students will be quizzed on what they have just learned through teamwork games and friendly competitions between their peers.

Homework will come in 2 forms: workbook and short essays. Workbooks would be assigned weekly and it'll be on whatever we didn't finish in class. Short essays would be assigned around every 2 weeks in packets. There will be 2 tests in this class, a midterm and a final, and it will be based on the workbook.

Grading will be composed of class participation, homework completion, and exam scores. Final grades will be released on the last day of class.

Course Materials:

- Workbook: Spectrum Language Arts Grade 5
- Pencil(s)
- Eraser
- Colored pens (optional)
- Notebook

How class time will be spent (rough outline):

Duration - total 60 min	What we will do
5 min	Greetings & updates
10 min	Go over homework

30 min	Cover this week's new material
10 min	Mini quiz on new material
5 min	Assign homework & QnA

Exams dates:

Midterm - November 5th, 2022

Finals - January 14th, 2023

Grading:

Final grades will be presented using a simple letter grading scale:

A → 90% - 100%

B → 80% - 90%

C → 70% - 80%

D → 60% - 70%

F → 0% - 60%

The grading will be based on class participation, homework completion, and exam scores.

Final grades would be the average between these 3 components.

Class participation - as long as the student focuses on class, does not cause any trouble, and participates when expected to, they will receive a full score in this category. Those who do not participate in class or disturb the class will have 2% deducted from their total grade for each incident.

Homework completion - There are 13 workbook assignments and 6 essay assignments. As long as you finish the homework, you'll get a full score. For every homework you miss, 2% will be deducted from your total homework grade.

Exam scores - The score would be computed by calculating the percentage of earned points over total possible points (ex: if a student earns 40 out of 50 points. They will get an exam score of 80%)

Content Outline/Schedule:

WEEK #	IN CLASS	HOMEWORK
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1	Common & Proper Nouns Regular & Irregular Plural Nouns	1.1 - 1.2
2	Subject Pronouns Object Pronouns Pronoun Agreement	1.3 - 1.5 Essay Assignment 1
3	Helping Verbs Linking Verbs	1.6 - 1.7
4	Regular and Irregular Verbs Verbs: The Perfect Tense	1.8 - 1.9 Essay Assignment 2
5	Subject-Verb Agreement Verb Tense Shifts	1.10- 1.11
6	Review 1.1-1.11 Mode of Writing: Creative	Essay Assignment 3
7	Adjectives Adverbs Conjunctions	1.12 - 1.14
8	Midterm test	None assigned
9	Interjections Prepositions	1.15 - 1.16 Essay Assignment 4
10	Articles Review 1.12-1.17 Declarative Sentences	1.17 - 1.18
11	Interrogative Sentences Exclamatory Sentences	1.19 - 1.20 Essay Assignment 6
12	Imperative Sentences Simple Sentences Compound Sentences	1.21 - 1.23
13	Complex Sentences Combining Sentences	1.24 - 1.25 Essay Assignment 6
14	Sentence Fragments Review 1.18 - 1.26	1.26

15	Final test	None assigned
16	Last Day of Class	None assigned

Instructor Katharine Zhang is a current student at the University of Washington. She has taken many English courses at UW, consistently earning a 4.0 in those classes. In terms of teaching, Katharine has a long history of tutoring elementary kids English and math, often managing classes with up to 10 students at once. She's a very energetic and bubbly person, always trying her best to make class as interesting as possible. She loves working with kids and is determined to make learning a fun experience.



Course Syllabus

Middle School 5-8 Grades

Intermediate English Reading & Writing I (Virtual-Remote Learning)

Fall 2023 Semester

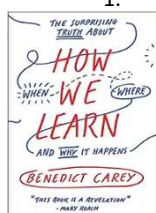
Requisite: Middle School, Grade 5-8 (Intermediate Literacy Level)

Saturdays, Class A: 10:00-10:55 am and Class B: 11:00-11:55 am

2 BOOKS: MANDATORY REQUIRED READING!!
ORDER THE SAME BOOK – SO WE’RE ALL ON THE “SAME PAGE”

Literature Research and Analysis

1. *How We Learn* (NONFICTION)



\$11.99 on Amazon.com

(Paperback: 272 pages)

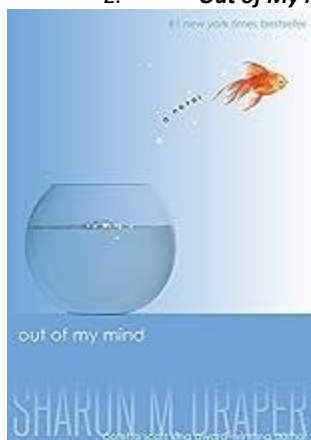
ISBN-10: 0812984293

ISBN-13: 978-0812984293

- **Order the same ISBN number so in class discussion we’re all working together on the same pages.**

In *How We Learn*, award-winning science reporter Benedict Carey, award-winning, *New York Times* science journalist sifts through decades of education research and landmark studies to uncover the truth about how our brains absorb and retain information.

2. *Out of My Mind* (REALISTIC FICTION)



\$7.49 on Amazon.com

(Paperback: 320 pages)

ISBN-10: 1416971718

ISBN-13: 978-1416971719

- **Order the same ISBN number so in class discussion we’re all working together on the same pages.**

A *New York Times* bestseller for three years and counting! “A gutsy, candid, and compelling story. It speaks volumes.”—*School Library Journal* (starred review) “Unflinching and realistic.”—*KirkusReviews* (starred review)

From award-winning author Sharon Draper comes a story that will forever change how we all look at anyone with a disability, perfect for fans of RJ Palacio's *Wonder*.

This intermediate, reading & writing course designed to prepare and improve middle school students' academic writing skills as it provides higher level learning readiness. A student-centered instructional method is employed that focuses on blending deep conceptual knowledge with an inquiry-based approach to active, experiential, real-world application learning. In a differentiated approach, the lessons will modify to accommodate various learning styles, including a strong curriculum focus enhanced by an engaging multi-media, using universal design learning with mixed-media.

The students will learn literary analysis by implementing analytical reading skills for critical review, interpretation, and prose analysis. In this inquiry-based, Project-Based Learning environment, the material contains all the necessary elements needed to bring a complete, engaging, skill-building project to its robust curriculum, as they learn collaboratively—as a team (supporting each other).

The Course Learning Objectives (LWBT):

- Close reading of fictional literature and nonfictional analytical review
- Comprehend and interpret inferential references in literature
- Conduct research to gather and use data as evidence to support a claim
- Annotate and organize notes on an assigned reading
- Answer reading comprehension questions comprehensively
- Write proper outlines and summaries
- Write essays with in-text citations, according to the MLA format
- Develop writing skills, including a proficient application of editing, proofreading, and revising, for academic essay writing
- Know how to write a 5-paragraph, academic essay in the MLA format
- Write a book review
- Write an Expository Essay
- Make predictions on assigned readings
- Effectively use transitions and sensory words for more advanced essay writing
- Effectively use coordinating and subordinating conjunctions for greater sentence fluency
- Generate a variety of proper sentence structures within an academic essay
- Use critical thinking to analyze and identify literary devices within the writing
- Comprehend literary terminology such as literary devices and figurative language
- Intermediate reading and writing skills for higher education readiness

Reading classic literature improves reading and writing skills and introduces new writing concepts, boosts the reader's imagination, elicits the critical thinking process, and enhances their vocabulary and word choices, which are critical for higher academic reading comprehension and essay writing.

Unit 1 Overview

[Lesson 1: Orientation Day](#)

- Class Mood Meter

- Learning Objectives
- Class expectancies
- Class Rules – collectively design the class
- Students Get Acquainted
- Needs Assessment
- Fun Games and Movie Excerpts
- Preview of the required literature

Lesson 2: Writing Skills Development / Review Academic Literature & Composition

Basics

- You'll learn close reading skills to help you critically read, interpret, and analyze prose. Also, you will review important preliminary stages of the writing process: effective annotation methods, outline format, identifying the theme and the main idea, and summarizing a passage.
- Sentence Fluency Review:
 - Adverbial Conjunctions (conjunctive adverbs)
 - Subordinating Conjunctions
 - Relative Pronouns
 - Varying Sentence Structures

BOOK ANALYSIS: *How We Learn*

Lesson 3: Literary Inference / Personal Narrative Essay

- Contextual clues and literary devices help understand the author's perspective
- Writing a research paper requires you to demonstrate a strong knowledge of your topic, engage with a variety of sources, and make an original contribution to the debate. Organize, research, interpret, and analyze research data in a formal research essay format. Evaluating and explaining graphs and charts.
- **ASST: Write a 2-page (double-spaced) Personal Narrative about YOU (Worth 25 pts)**

Lesson 4: Author's Tone and Intent

- Peer Review the Personal Narrative before submitting it.
- Identify the author's purpose
- You will conduct close and critical reading exploration in poetry and learn to analyze similar elements within a variety of poems. In addition, you'll practice writing poetry with your peers.

Lesson 5: Main Idea/Theme/Moral / Comprehending Nonfiction and Literary Analysis

- Distinguishing the difference as well as to discern and identify main idea, theme, and moral
- You'll observe how the literary techniques you've explored effectively engage the reader and analyze how the setting, characterization, and plot can move the reader. You'll delve deeper into the roles of the character development and the conflict in fiction and explore how a narrator's perspective can color storytelling.

ASST: Write a Short 1-page (double-spaced) Summary of the Chapter 1 of *How We Learn* (Worth 25 pts)

Lesson 6: Main Idea / Critical Thinking and Informational Writing

- Review and application of a Plot Diagram
- How did Carson interweaving of poetic, imaginative literacy with true-life, informational writing empower her book to have greater impact on the reader?
- Review students' plot summary and completed plot diagram of *Silent Spring*
- You'll study how different forms of fictional structures and figurative language can create and impact meaning.

ASST: Write a 2-page (double-spaced) 1st Draft of an Expository Essay about *How We Learn* (Worth 25 pts)

Lesson 7: Analyzing Literature / MLA Essay Writing

- Peer Review the Final Expository Essay before submitting it.
- Preview the power of persuasive writing
- You'll write an argumentative/persuasive essay, creating impactful meaning.
- Study Groups prepare for the Mid-Term

ASST: Write a 3-page (double-spaced) Final Draft of an Expository Essay about *How We Learn* (Worth 25 pts)

Lesson 8: Mid-Term EXAM [Fig Lang Vocab + *How We Learn* Lit Key Terms and Lit Analysis (50 pts)

- Peer Review the Persuasive Essay before submitting it
- Review Prep . . .
- **Take the Figurative Language and Literary Devices Mid-Term Exam!**

Unit 2 Overview

BOOK ANALYSIS: *Out of My Mind*

Lesson 9: Story Writing Format Standard

- Short Story Manuscript Format
- Review examples of well-formatted short story manuscripts
- Short story formatting templates

Lesson 10: Analyze Key Points in The Book

- How to write a short story
- "Short Story Unit Plan for Middle School" (Study.com lesson)
- What are the most significant supporting ideas in the book?
 - Story Elements overview
 - Setting
 - Characterization
 - Building context

Lesson 11: Brainstorm and Develop an Outline for Writing Your Own Short Story (fiction)

- Come up with a feature concept
- Design a storyline
- Introduce key events within the plot
- Type an outline of your plot summary

ASST: Write an Outline (double-spaced) of your Book Review (Worth 25 pts)

Lesson 12: Review Your Outline and Analyze the Plot Diagram

- Peer Review your Outline before submitting it
- Analyze analogies to build your ideas
- Discuss your ideas for developing your story

ASST: Write a 2-page (double-spaced) First Rough Draft of your Book Review (Worth 25 pts)

Lesson 13: Revise Your Book Review

- Peer Review your short story draft for revision
- Develop it with effective literary devices and figurative language

ASST: Write your 3-page (double-spaced) 2nd Draft (revision) of your Book Review

ASST: Write a 2-page (double-spaced) Self-Reflection Course Paper – about your experience in this course, the take-aways from the books you read, and how you can apply what you learned from this course in your future

Lesson 14: Final Book Review and Self-Reflection Course Paper (200 pts.)

- Peer Review before submitting the Final Draft of your Short Story

Submit your (3-4 pages) Final Draft of your Book Review (Worth 100 pts)

Submit your (2-3 pages) Self-Reflection Course Paper (Worth 100 pts)

Lesson 15: Last Class

- Student Evaluation:
 1. The most valuable lesson you learned/take-away from this course?
 2. What did not work well for you in this course, and why?
 3. What is the one thing you would want more of or want to change that could improve your experience in this course?
- Report Card Distribution: Q&A
- Class Celebration: discussion and online games from an assigned 2 students to host it, while waiting for the teacher during 1:1 discussion.

TEACHER CONTACT INFO.

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Chinese – American History (Free Online class)

Class Schedule: Saturday 11:00am – 11:50am

Course Description:

This course explores Chinese American history, with an emphasis on Washington State. We will present a survey of the history of Chinese immigration, experiences of Chinese immigrants and their descendants, and the development of the Chinese American community, through various historical stages from the mid-19th century to contemporary times. The course will visit and highlight the experiences of Chinese Americans as well as their contributions to American society.

While studying this important aspect of American history, students will engage in a variety of activities, including reading/writing assignments and presentations on specific topics, to learn how to grow into a community leader.

The course will be taught at a high-school level, but all are welcome to join!

Instructor Edwin Ong, a recent graduate from Stanford University majoring in Economics, originally from Redmond. Edwin has extensive experience in civic engagement as he has worked at the WA State Senate, Small Business Administration, and served as his schools' elections commissioner. He sits on the board of the Eastside Voters Alliance. In addition to the public sector, he also has private sector experience working in big tech and venture capital. Outside of work, he likes to listen to jazz, play video games, and go on runs!



English Academic and Essay Writing for Grades 9-12

Requisite: High School, Grades 9-12

Class Schedule: 11:00am to 11:50am

MANDATORY REQUIRED READING: We will use free short stories, articles, and essays available online as reading material. Students do not need to purchase any materials.

This course is designed to prepare high school students for academic writing at a college level. Students will write short, MLA-style essays which will include literary, persuasive, and descriptive essays. This course will have a strong focus on getting students to write on topics they are passionate about so they can learn to enjoy the process of planning and writing in a non-narrative, academic style. Students will do a lot of writing for the course, but we will focus a lot on making the act of writing feel less intimidating and strenuous than most students often see it as.

Skills students will learn during this course include:

- Critical reading of short stories, essays, and news/science articles.
- Practice finding strong core thesis statements that make for a more effective (and easier to write) essay.
- Organize and order thoughts and arguments in a way that flows and avoids unnecessary repetition.
- Using outlines and other planning methods as helpful tools to make writing easier rather than seeing outlining and planning as extra work or a step to skip.
- Discussing essay writing and reading materials with other students in an academic setting.
- Editing essays in various time constraints.
- Writing essays quickly so that they are not imposing or overwhelming.
- Proper MLA formatting.

Many students find academic writing dry, boring, or sometimes scary, but writing essays can be fun with the right approach. Practicing writing essays quickly builds “muscle memory” for the process, which students will retain for life. Learning to effectively spend as little as five minutes to quickly make a basic outline can turn what can often feel like a confusing mess into an easy assignment.

COURSE CONTENT:

Unit 1: Five-Paragraph Structure

Five-paragraph essays are usually too short for college and higher-level high school essays, but they are a great way to practice the basics of planning and writing an essay which follows a pre-planned structure. Students will choose from a variety of topics, and we will practice quickly writing some essays in class to make the process seem easier and less overwhelming.

Unit 2: Short Stories

Students will choose a short story, read it, and write an essay on it as homework. In class we will discuss the essays and give each other feedback. We will practice how to read a work of literary short fiction and choose a meaningful element of the story (symbolism, plot, character development, etc.) to write about in our essays.

Unit 3: Critique

Students will be asked to choose a published article or opinion piece to critique. Articles from newspapers (including school papers) can be chosen, as well as anything else that interests the student. The critique will be in the form of an essay. Writing critical essays will teach students how to succinctly and effectively critique published works.

Unit 4: Digesting Science

Students will choose and read a science article/paper that interests them, preferably in a field they have knowledge of. After reading and understanding the paper, students will write an essay/article summarizing the findings in a way that a general audience who doesn't know anything about the field can easily understand.

Unit 5: Persuasive Essay

After choosing a topic that students feel strongly about, they will be asked to write an essay persuading their target audience to take their viewpoint. Persuasive essays do not have to be about extremely hot-button or political issues, and students are encouraged to choose less black-and-white topics as these more nuanced essays will typically be more fun to read than simply rehashing well-established arguments on super-divisive issues.

Unit 6: Editing Passes

We will practice doing efficient editing passes. There is a myth in writing that the more editing passes you do the better, but in reality, it's usually best to write as clean as you can on the first pass and edit only where needed. Rewriting entire sentences or re-ordering certain sections of an essay often introduces brand-new errors while resulting in bad flow, chopiness, and other clarity issues. The longer you look at an essay and try to edit it, the harder it gets to see anything wrong with it. We will practice doing quick and clean editing to enhance the final product rather than editing for the sake of editing.

Unit 7: Longer Essays

Essays in AP courses and college courses often need to be many pages long. This course will not require you to write anything too long, as the focus is more on building muscle-memory for the overall process, but in the final lesson we will plan and write essays that go into more depth and detail to get a general idea of how to transfer the basic skills into longer-form work.