



7th/8th Grade English: 2018-19

A Conversation with the Principal

Jackson/Fellenbaum
The BONE Detectives
Colossal Cartooning

At Hommocks we are a community of readers and writers.

It's a simple, but BIG shift. We teach the READER and the WRITER, rather than a fixed continuum of Reading and Writing.

Each reader is unique. Each writer is too!



What do we mean when we talk about “traditional learning?”

Why Teach Reading and Writing through Inquiry and Project Based Learning?

“Reading to develop an active imagination involves more than just getting lost in the world of great stories. If they read carefully and thoughtfully, and pay attention to the details of the books they read, our kids will be able to explore big issues and ideas in their lives. This kind of reading will help them to inform decisions about the work they’ll undertake and the friends they’ll have. Reading in this way helps us decide who we’ll vote for, where we’ll donate our money, how we’ll treat people. When we teach kids to read this way, they will learn to harness their imaginations and use them to accomplish great things” (Santman, 2005).



Donna Santman, middle school literacy teacher and author of Shades of Meaning, consults with schools around the country supporting teachers in developing and implementing rigorous reading and writing workshops.

What does Inquiry look like in a Hommocks Middle School English Classroom?

- Reading and Writing workshops that privilege student independence and agency.
- Using big student constructed questions to frame the study of reading and writing, like, "Why do we write stories and read the stories of others to develop empathy?"
- The difference between studying something and making a study of something.
- The investigation of language, grammar, and mechanics beyond "rules." Students make a study of language and its impact on meaning across genres.

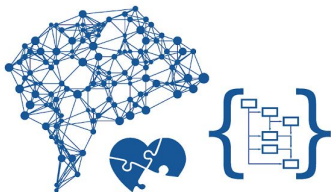
What is the "American Dream?"

- achieving your goals
- it is easier to attain than it used to be
- it is harder to attain than it used to be
- figuring out what path you want to go down
- it is a hard topic to discuss
- it can disappoint some people
- it can be anything you want it to be
- equal opportunity / rights for everyone
- it is about more than money
- it depends on your choices
- it is more accessible to some than others.
- depends on where you grew up / family.
- helping others to achieve their best selves
- having more success than your parents

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility



in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

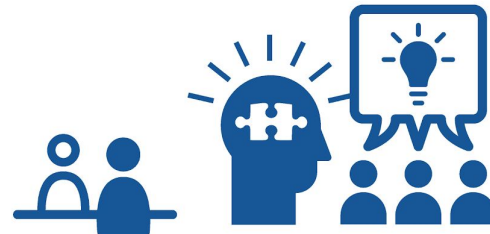


Exhibit 3: A variety of general and targeted learning strategies foster social and emotional skills



Shifts in English Language Arts Instructional Approach

Teach all children from a fixed sequential set of lessons and skills within genre-based units.



Use initiating task assessments to determine what students can do and what they can't do YET. Units respond to student needs as well as teach skills that all students need to know before high school.

All students write a process piece in each genre that is either narrative, opinion/argument, or informational.



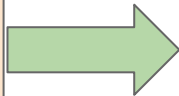
Students write voluminously in a writer's notebook, use model--critique--feedback with peers to improve writing, and decide what to publish every 2-3 weeks. Across the year, write within multiple genres, modes, and for a variety of authentic purposes.

Students read voluminously in self-selected books.



Students read voluminously and design independent reading projects across the year that show their thinking and demonstrate skills in self-selected books.

Whole Class Novel study and literary analysis result in assessments that simulate literary criticism.



Through project-based learning, students deepen their understanding of the impact of different kinds of writing in the world. Each student develops a project that contributes to a whole class public product, much like a collaboratively written annual report.

Unit #1: Independent Inquiry	4-5	Sept. Oct,	How do I mine texts for issues and ideas?	<p><u>In reading, students will be able to:</u></p> <ul style="list-style-type: none"> • Determine author's purpose for writing • Read a wide and varied diet of narrative <ul style="list-style-type: none"> ◦ Poetry ◦ Short stories ◦ Personal narratives ◦ Memoir • Infer what characters are like through indirect and direct characterization • Use textual evidence to support inferences • Explain how the evidence supports their inferences <p><u>In writing, students will be able to:</u></p> <ul style="list-style-type: none"> • Generate ideas in their notebooks about issues that matter • Grow an idea into a lengthier piece of writing • Imitate narrative structure and craft <ul style="list-style-type: none"> ◻ Dialogue ◻ Figurative language ◻ Zooming in ◻ Engaging narrative leads ◻ Shape of story • Write with a purpose to convey moral or meaning • Use a mentor to guide their own writing • Give and receive precise and constructive). <p><u>In language, students will be able to:</u></p> <ul style="list-style-type: none"> • Show mastery of sixth grade non-negotiables: <ul style="list-style-type: none"> ◻ Capitalization ◻ End punctuation ◻ Comma in a series ◻ Comma in compound sentences ◻ Apostrophes used in contractions and to show possession • Write sentences that show a complete and clear thought (review of subject/predicate) • Use a spelling protocol to correct misspelled words • Paragraph • Generate neat and legible handwriting • Punctuate dialogue (use quotation marks) 	<p>Formative: Writer's Notebook entries and checks</p> <p>Conferring notes (reading and writing)</p> <p>Revising and editing notebook entries</p> <p>Summative: Perfect Paragraph</p> <p>Published piece with elements of narrative</p>
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Teaching Reading

Skill Building

Getting ideas in books, tracing them across a text or texts, and building arguments.

Independent Reading

At first I thought this book was about friendship, but now I'm realizing it's about how sometimes good people can do not-good things because...

Shared Text

At first we thought Fly Away Home was about the relationship between a father and son, but then we realized it was about how even a small bird can instill hope into the hearts of those who need it most.

PBL

Determine what these texts reveal about groups. What is the most convincing evidence within and outside this text that supports your ideas?

Mamaroneck District Stretch Goal (Reading)

All students will read capably and voluminously across genres for a variety of meaningful purposes (e.g., for pleasure, to learn about the world).

By the numbers:

As of today, Hommocks students have logged 4,992 books. 659 students *didn't* have a next-up book as they finished their book - that's 13% percent!

HOMMOCKS INDEPENDENT READING LOG

Search by Student ▼

Search by Teache... (1) ▼

Period ▼

Timestamp ▼	Student	Title	Book-on-deck?
Nov 7, 2018	pducrot	The Offering	Yes
Nov 7, 2018	kyoon	The Blood Of Olympus	Yes
Nov 7, 2018	wanderson	Shattered	Yes
Nov 5, 2018	lgillsater	The Fault in Our Stars	Yes
Nov 5, 2018	tchi	Every Last Word	Yes
Nov 5, 2018	pducrot	The Essence	Yes
Nov 5, 2018	lpeters	Mrs Pelligrine's home for peculiar	Yes
Nov 5, 2018	tohara	Percy Jackson and the Olympians: The Titan's C...	Yes
Nov 5, 2018	tohara	Percy Jackson and the Olympians: The Sea of M...	Yes
Nov 5, 2018	kyoon	The Mark of Athena	Yes
Nov 5, 2018	vmckinney	The Elite	Yes
Nov 5, 2018	kyoon	The Son of Neptune	Yes
Nov 5, 2018	kyoon	The House of Hades	Yes
Nov 3, 2018	pducrot	Les Colombes du Roi Soleil Book 3: Charlotte, la ...	Yes
Nov 3, 2018	sirwin	Cherub The Killing	Yes
Nov 1, 2018	gmcintyre	This is Where is Ends	Yes
Nov 1, 2018	rnoll	Unwind	Yes
Nov 1, 2018	nshin	The Glass Arrow	Yes

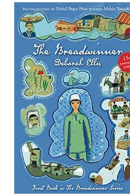
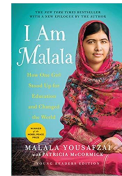
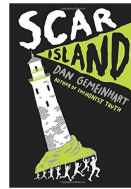
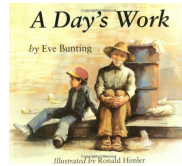
Critical Lens Work

Grade 6

Groups / Labels

Power

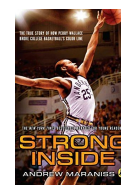
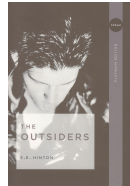
Fairness



Grade 7

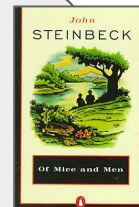
Insiders / Outsiders

Power and Fairness

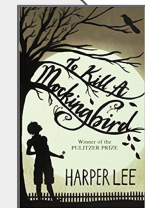


Grade 8

The American Dream:
Hopes, Dreams, and
Opportunity in America



Social Justice
and Injustice



Bravery

Bravery is being strong and standing up for yourself and others. Sometimes I am brave. Most the time I am not brave.

I am never the first person to go downstairs in the basement because there are creepy things in the basement...

I sometimes can be very shy. Sometimes I can be very loud.

When I am brave it's mostly about defending someone else. I like to defend people because sometimes I don't think certain things are right.

What bravery is and how I relate to it

Examples why I am not brave

A mix of both brave and not brave in my personality

Examples why I am brave

Define bravery more

Strong is proving people that you can accomplish something. Bravery is doing things that you feel are out of your comfort zone.

When I see family members

I have not seen in 10 years

→ I get nervous meeting them and I barely talk to them. When my friends want to watch scary movies I start getting really scared!

more example

Depending on who you are talking to they would say I am either really loud or really quiet. Most the time loud. Depending on the way I act around that person.

more examples

I am brave when I stand up for myself in a situation. I also feel brave when I really do something I would've never done ever before. Like going on rides that I'm scared of. Doing new things.

How can we write our stories and read the stories of others to develop empathy?

- Why do we read and write?
- What is empathy? How can reading develop empathy?
- What is a story from our own life worth sharing?
- What techniques do writers of narratives use to convey a message in their stories?
- How can we compose a personal narrative to develop empathy in the reader?

Students also explore big ideas in books through talk!

WRITING WORKSHOP

Students maintain writer's notebooks in which voice and choice are valued. They write across multiple genres and produce lots of writing. Teachers model ways to generate, add, and revise writing.

FREQUENT PUBLISHING

Each unit, students choose pieces to take through a writing process to publish. Published pieces are polished. The expectation is that the pieces are revised and edited. This includes feedback from peers and teacher and a grade.



WORD STUDY

To become more powerful writers, children study words in ways to help develop vocabulary, spelling sense, grammar, and usage. Through mini-inquiries, they have opportunities to notice and practice using conventions, and to study the many ways sentences can go.



13/14

When I'm reading my book, I feel angry that people like Starr... have to go through things like what Starr went through. I am angry that even though there's ~~so~~ books and movies written to spread the word about ~~these~~ racially-motivated police violence, ~~no~~ no laws have been made to prevent it. Is it because people my age, that are reading these books, watching these movies, don't have the power to vote? I hope that one day, when ~~book~~ kids like me read this book, they won't think, "I can't believe this still happens!" Instead, I hope they ~~able~~ will be able to think about how happy they are that it doesn't happen anymore. I think since people my age are so educated about these topics, thanks to social media we will be more ~~sympathetic~~ compassionate when it comes

This Writer:

- Has a reaction to a challenging text.
- Clarifies her point.
- Asks a powerful rhetorical question.
- Makes a claim about her generation around a pressing social issue.

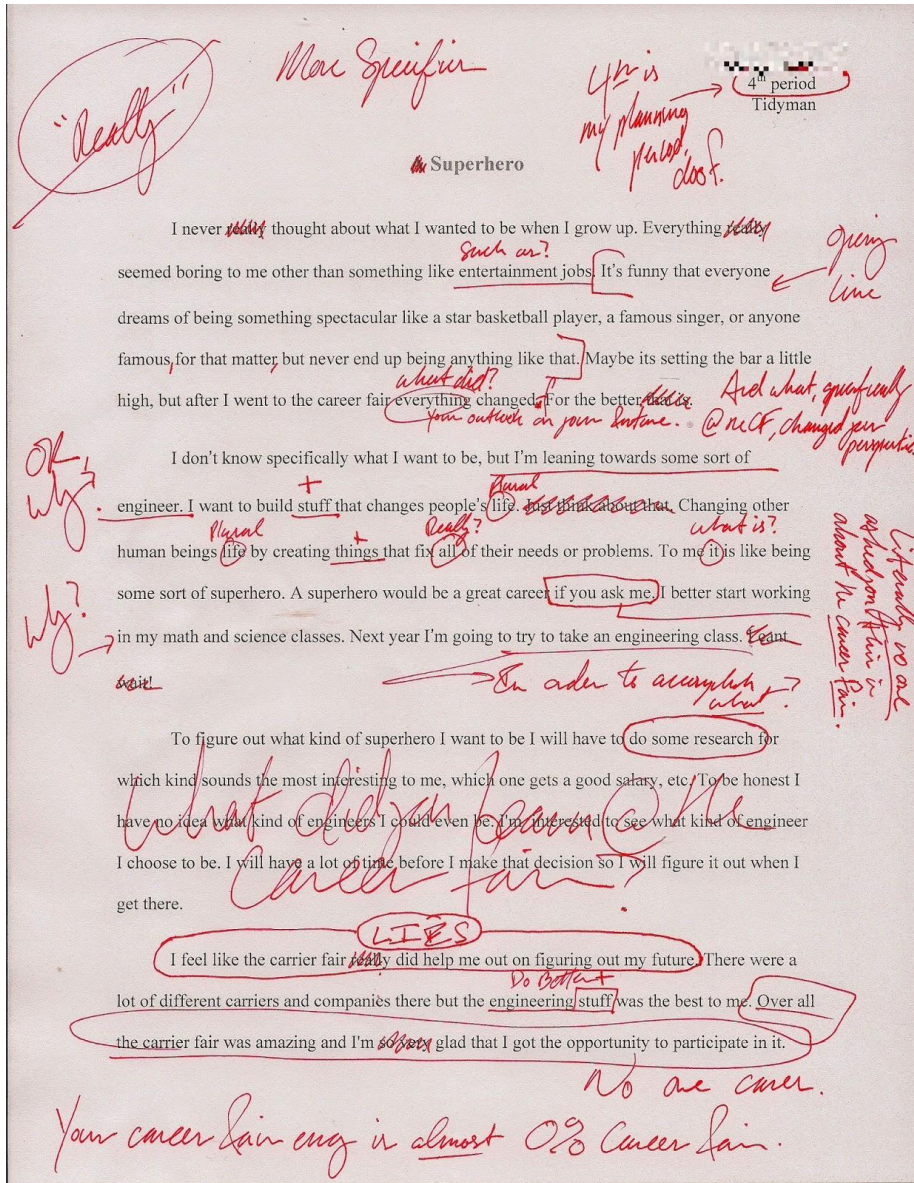
Write a story
about a character
spreading rumors.

Make a letter
and write to someone
who is spreading rumors.

7/18 "Alone" and Independence

The poem show independence when she said, in my words, "I lost in it all, and I'm small compared to everything." That made me feel that she's going into the real world, except she's alone, though, I think that she's more independent than alone. I think she's not just being alone or independent, but also brave. Another part where I thought she was being was when she was speaking about her oness and separateness, ^{and} that made me tell that she was becoming an independent person.

A Note on Feedback....



		6th Grade Building Blocks	7th Grade Usage and Complexity	8th Control and Voice
September	<div>Grammar and Language Curriculum Working Draft</div> <div>2018-19</div>	Grammar: nouns (common and proper) and personal pronouns Mechanics: end punctuation (.?!) Capitalization: / as a proper pronoun, first letter of sentences, proper nouns, months, days of the week, holidays Word study and application: launch personal spelling and “vocabulary” lists; sentence imitation	Grammar: review complete sentence formation (subject/predicate) Mechanics: revisit non-negotiables (capitalization, end punctuation, comma in a series, comma in compound sentences, apostrophes with possessives) Word study and application: launch personal spelling and “vocabulary” lists; sentence imitation Reminders about paragraphing and neatness	Writing Assessment Voice Study Consistency across paragraphs Consistency across a whole text Punctuation Agreement Tone
October		Grammar: verbs (action, helping, state of being) Mechanics: comma in a series; commas used with dialogue Capitalization: titles and indication of, streets/roads, historical episodes, nationalities, religions, planets, organizations Word study and application: commonly confused words and personal vocabulary lists; sentence imitation	Grammar: relative pronouns (who, which, where, etc) Mechanics: comma to set off nonrestrictive phrases and clauses Word study and application: personal vocabulary lists; sentence imitation	Voice Study Verbs: Infinitive, Gerunds, participles Active and Passive Voice 1st Person Narration: impact and deficits

Project Based Learning

PROJECT BASED LEARNING is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge .

Essential Project Design Elements include:

**Key Knowledge, Understanding,
and Success Skills**

Challenging Problem or Question

Sustained Inquiry

Authenticity

Student Voice & Choice

Reflection

Critique & Revision

Public Product



"BIG ART" POWER PROJECTS



We believe educators should have a positive and expectant view of children, with an understanding that children enter school with personal histories and particular strengths that teachers should recognize and use as the foundation for working with them.

The Teacher You Want to Be

Reach out with questions!

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