



SUBJECT: EAL

GRADE LEVEL: Grade 8

SCHOOL YEAR: 2022-23

TEACHER: Mr. Dustin Lewis

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COURSE DESCRIPTION:

The aim of this course is to prepare students for using English to communicate, to achieve academically in all content areas at a school, and to help them become strong readers, writers, communicators, and thinkers. The course is designed to be a small group course, helping students who are delayed readers and students needing to build academic English skills, get as close to at-grade-level reading as possible.

Pearson Longman Keystone is a multi-level four skills language development program that accelerates students' academic achievement through scaffolded, sustained instruction and learning and language development strategies. The text builds student capacity by focusing on both language proficiency and academic knowledge. Explicit lessons accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills. (www.pearsonglobalschools.com)

The **Reading Program** comprises two main areas. The first is the use of the *Scholastic Learning Zone* which is a digital, interactive, personalized reading program that includes a wide variety of both fiction and non-fiction content, which students can choose from based on their interest and assessed level of reading. This is to be facilitated in class with further reading being assigned out of class. The second is comprised of three short novels which students read in class and at home. A variety of activities and quizzes are used to assess students' comprehension of the novels.

COURSE OBJECTIVES:

1. Provide necessary support for students to be successful in mainstream classes.
2. Facilitate the acquisition of literacy skills necessary to function well in all academic subjects.
3. Foster student engagement in reading to build habits and skills
4. Provide practice in the use of correct sentence structures both in oral and written contexts.
5. Encourage risk-taking and self-directed learning within a safe and supportive environment.

PRIMARY TEXTBOOK & OTHER RESOURCES:

Main Text

Pearson Longman Keystone E

- Student textbook
- Student workbook
- Reader's companion

Supplementary Reading

Skellig- David Almond
Whipping Boy- Sid Fleischman
Of Mice and Men – John Steinbeck

Various books and novels borrowed from the library or brought from home
Scholastic Learning Zone Online Reading Lab

ASSESSMENT:

The quarterly grade will be awarded for all student work based on the following criteria:

- Homework, classwork, projects, and other assignments - 30% of quarterly grade
- Quizzes and tests - 30% of quarterly grade
- Quarterly Exams - 30% of quarterly grade
- Student conduct makes up 10% of the overall grade

ADDITIONAL INFORMATION:

Teaching Strategies

The primary teaching strategies will focus on student-centered activities, either as individuals, pairs, or as a group. The students will have a chance to use and engage with the material through a variety of experiences involving reading, speaking, writing and listening. Students will also learn through the process of self-discovery, giving them opportunities to create their own learning, and gain confidence in themselves as English language users.

The teacher creates an environment where each student feels comfortable to make mistakes and learn from them, reinforces the learning process, and provides extra learning opportunities for all students. Positive reinforcement applied in the classroom is an essential aspect of managing language learner classrooms, and has related implications for encouraging progress. A small group class provides the ideal environment for students to take advantage of all of these.

Classroom Expectations

1. Be on time to class.
2. Do not enter the classroom unless a teacher is inside.
3. Wear your uniform neatly.
4. Use English at all times.
5. Come prepared with books, assignments, and supplies.
6. No gum, food or drink (a sealable water bottle is okay) is allowed.
7. Be respectful of others (especially when speaking), and of school property.
8. Ask permission before leaving the class.
9. Wait for the teacher to signal dismissal before you leave class.

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 12th 3 Days of Class <i>10~ First Day / Orientation Day</i>	Unit Preview How can Change improve people's lives? Unit 1 Reading 1: Science/Social Studies Prepare to Read Vocabulary: <i>Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Preview</i> Reading Selection <i>What's for Dinner</i>
Week 2 Aug 15th to 19th <i>Opening Mass</i>	Review and Practice Listening and Speaking: <i>Reader's Theatre</i> Monitor Progress: <i>Response to Literature</i> Grammar <i>Sequence Words and Phrases; Appositives</i> Writing <i>Describe an Event or Experience</i> <i>Reader's Companion Questions for Reading 1</i> YSC ~ Introduction (Theme/Topic; Guidelines; Timeline)
Week 3 Aug 22nd to 26th	Reading 2: Science Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Recognize Sequence</i> <i>Early Inventions</i> YSC (-) ~ HW = Online brainstorming
Week 4 Aug 29th to Sep 2nd	Review and Practice Listening and Speaking: <i>In Your Own Words</i> Monitor Progress: <i>Read for Fluency</i> Grammar <i>Simple Past: Regular Verbs; Simple Past: Irregular Verbs</i> Writing <i>Describe an Object</i> <i>Reader's Companion Questions for Reading 2</i> YSC (1) ~ Final brainstorming + Start Planning
Week 5 Sep 5th to 9th 4 Days of Class <i>8~ Mass & Birthday Mother Mary</i> <i>9th – Moon Festival</i>	Reading 3: Short Story Prepare to Read Vocabulary: <i>Literary Terms, Academic Words, Word Study</i> Reading Strategy: <i>Visualize</i> <i>Milkweeds from Nevaeh</i> YSC (-) ~ HW = Online brainstorming
Week 6 Sep 12th to 16th FYI – Pre-Exam Days	Review and Practice Listening and Speaking: <i>Reader's Theatre</i> Monitor Progress: <i>Response to Literature</i> Grammar <i>Comparison Structures: Adjectives; Comparison Structures: Adverbs</i> Writing <i>Describe a Place</i> <i>Reader's Companion Questions for Reading 3</i> Unit 1 Wrap up

	YSC (1) ~ Finalize the plan and assign jobs + Writers will start writing scenes 1-3
Week 7 Sep 19th to 23rd	YSC (1-2) ~ <u>Writers</u> : Will continue writing the first draft in class (Scenes 4-6) <u>Others Students</u> : Use scenes 1-3 to start planning/creating props, music etc. Review and Practice Listening and Speaking: <i>In Your Own Words</i> and <i>Read for Fluency</i> Grammar <i>Simple and Compound Sentences</i> Writing <i>Write a Story with a starter</i> <i>Reader's Companion Questions for Reading 1</i>
Week 8 Sep 26th to 30th <u>2 Days of Class</u> 28-30 ~Teacher's Conference	Unit 2, Reading 1: Informational Text Prepare to Read Vocabulary: <i>Literary Terms, Academic Words, Word Study</i> Reading Strategy: <i>Recognize Cause and Effect</i> <i>Deep Mapping / You Can Help the Ocean</i>
Week 9 Oct 3rd to 7th <u>3 Days of Class</u> 6-7 ~Q1 Exams	Q1 Exams (Half Day) -----

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (10) Oct 10th to 14th <u>4 Days of Class</u> 10 – Double 10 Holiday	Unit 2, Reading 2: Personal Narrative and Poetry Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Identify Problems and Solutions</i> <i>Five New Words at a Time</i> YSC (1) ~ Finish the draft (Deadline 10/19) / Plan the 1 st Practice
Week 2 (11) Oct 17th to 21st	Review and Practice Listening and Speaking: <i>Readers Theater + Response to Literature</i> Grammar <i>Gerunds as Subjects and Subject Compliments; Gerunds as Objects</i> Writing <i>Rewrite a Familiar Story</i> <i>Reader's Companion Questions for Reading 2</i> YSC (2) ~ Practice & Preparation
Week 3 (12) Oct 24th to 28th 25-27 – Book Fair 28- Masquerade Night TBA-Holy Rosary Mass	Unit 2, Reading 3: Short Story/ Science Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>predict</i> <i>A Dark Day with Bright Spots / Do This, Not That</i> YSC (2) ~ Practice & Preparation
Week 4 (13) Oct 31st to Nov 4th 1-All Saint's Day Mass	Review and Practice Listening and Speaking: <i>Dramatic Reading + Response to Literature</i> Grammar

	Passive: Simple Past; Regular and Irregular Past Participles Writing <i>Write a Personal Narrative</i> <i>Reader's Companion Questions for Reading 3</i> YSC (2) ~ Practice & Preparation Unit 2 Wrap Up
Week 5 (14) Nov 7th to 11th	Unit 3, Reading 1: Novel Excerpt Prepare to Read Vocabulary: <i>Literary Terms, Academic Words, Word Study</i> Reading Strategy: <i>Analyze Cultural Context</i> <i>Salsa Stories: Aguinaldo</i> YSC (2) ~ Draft is Locked (11/12) / Practice & Preparation
Week 6 (15) Nov 14th to 18th	Review and Practice Listening and Speaking: <i>Reader's Theater + Response to Literature</i> Grammar <i>Imperatives; Embedded Questions</i> Writing <i>Write Instructions</i> YSC (4) ~ Practice & Preparation
Week 7 (16) Nov 21st to 25th <i>25 - YSC Contest</i> <i>25-Gr.12 Q2 Exam</i>	<i>Reader's Companion Questions for Reading 1</i> YSC (5-6) ~ Practice + Dress Rehearsal
Week 8 (17) Nov 28th to Dec 2nd FYI – Pre-Exam Days <i>28-Gr.12 Q2 Exam</i>	Unit 3, Reading 2: Social Studies Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Compare and Contrast</i> <i>Inspiring Peace</i>
Week 9 (18) Dec 5th to 9th 8 - Foundation Day Celebrations	Review and Practice Listening and Speaking: <i>In Your Own Words + Read for Fluency</i> Grammar <i>Complex Sentences; Agreement in Complex Sentences</i> Writing <i>Write a Critique</i> <i>Reader's Companion Questions for Reading 2</i>
Week 10 (19) Dec 12th to 16th 3 Days of Class <i>15-16 ~Q2 Exams</i>	Q2 REVIEW <i>Review for Q2 Exams</i> Q2 Language Arts Exams
Dec 19th to Jan 2nd	Christmas Break

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (20) Jan 5 to 6th 2 Days of Class	Unit 3, Reading 3: Legend Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Identify with a Character</i> <i>Blue Willow</i>

<p>Week 2 (21) Jan 9th to 13th</p>	<p>Review and Practice Listening and Speaking: <i>Reader's Theater</i> Monitor Progress: <i>Response to Literature</i> Grammar <i>Transitions, Adjectives</i> Writing <i>Write to Compare and Contrast</i> <i>Reader's Companion Questions for Reading 3</i> Unit 3 Wrap Up</p>
<p>Week 3 (22) Jan 16th to 20th</p>	<p>Unit 4, Reading 1: Informational Text Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Use Visuals</i> <i>97 Orchard Street/The Pros and Cons of Tenement Life</i></p>
<p>Jan 23rd to 27th</p>	<p>Chinese New Year</p>
<p>Week 4 (23) Jan 30th to Feb 3rd</p>	<p>Review and Practice Listening and Speaking: <i>In Your Own Words</i> Monitor Progress: <i>Read for Fluency</i> Grammar <i>Adjectival Clauses: Subject Relative Pronouns</i> <i>Adjectival Clauses: Object Relative Pronouns</i> Writing <i>Write a Magazine Article</i></p>
<p>Week 5 (24) Feb 6th to 10th</p>	<p>Unit 4, Reading 2: Short Story Prepare to Read Vocabulary: <i>Literary Terms, Academic Words, Word Study</i> Reading Strategy: <i>Summarize</i> <i>A Tree Grows in Brooklyn</i></p>
<p>Week 6 (25) Feb 13th to 17th</p>	<p>Review and Practice Listening and Speaking: <i>Reader's Theater + Response to Literature</i> Grammar <i>Adjectives and Adjectival Phrases; Adverbs and Adverbial Phrases</i> Writing <i>Write a Plot Summary</i></p>
<p>Week 7 (26) Feb 20th to 24th <i>20-24 ~IOWA</i> <i>22 ~ Ash Wednesday Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p>Unit 4, Reading 3: Narrative Poetry Prepare to Read Vocabulary: <i>Literary Terms, Academic Words, Word Study</i> Reading Strategy: <i>Analyze Text Structure</i> <i>The Lotus Seed</i></p>
<p>Week 8 (27) Feb 27th to March 3rd 3 Days of Class <i>27-28 ~ 228 Memorial Day</i> <i>Holiday</i></p>	<p>Review and Practice Listening and Speaking: <i>Dramatic Reading + Response to Literature</i> Grammar <i>Adverbial Clauses of Time; Adverbial Clauses of Purpose, Reason, and Contrast</i> Writing <i>Write a Response to Literature</i> Unit 4 Wrap Up Q3 REVIEW <i>Review for Q3 Exams</i></p>

Week 9 (28) March 6th to 10th <u>4 Days of Class</u> <i>11 – Q3 Exams</i>	Q3 Language Arts Exams
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4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)	
Week / Date	Topic / Projects / Assessments
Week 1 (29) March 13th to 17th <u>4 Days of Class</u> <i>13 – Q3 Exams</i> <i>14~ Q4 Begins</i>	Q3 Language Arts Exams
Week 2 (30) March 20th to 24th <i>20 ~ Fire Drill</i>	Unit 5, Reading 1: Social Studies Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Identify Main Idea and Details</i> <i>Alone on a Raft</i>
Week 3 (31) March 27th to 31st	Review and Practice Listening and Speaking: <i>In Your Own Words + Read for Fluency</i> Grammar <i>Inseperable and Seperable Phrasal Verbs</i> Writing <i>Write a letter to the Editor</i>
Apr 3rd to 14th	Easter Break
Week 4 (33) Apr 17th to 21st	Unit 5, Reading 2: Play Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Read Aloud</i> <i>Three Letters: A Play in One Act</i>
Week 5 (34) Apr 24th to 28th <i>24-28 ~ AP Mock Exams</i>	Review and Practice Listening and Speaking: <i>Dramatic Reading + Response to Literature</i> Grammar <i>Present and Past Perfect</i> <i>Factual and Unreal Conditionals</i> Writing <i>Write a Persuasive Paragraph</i>
Week 6 (35) May 1st to 5th <i>2-4~ Pre-Exam</i> <i>1-5~ Final Exams (K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Unit 5, Reading 3: Short Story Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i> Reading Strategy: <i>Make Inferences</i> <i>A Place in the World</i>
Week 7 (36) May 8th to 12th <i>8-12~ Final Exams(K, 5, 8, 12 only)</i> <i>1-5 ~ AP Exams</i>	Review and Practice Listening and Speaking: <i>Dramatic Reading + Response to Literature</i> Grammar <i>Present and Past Perfect</i> <i>Factual and Unreal Conditionals</i> Writing <i>Write a Persuasive Paragraph</i>
Week 8 (37) May 15th to 19th <u>3 Days of Class</u>	Unit 6, Reading 1: Myth Prepare to Read Vocabulary: <i>Key Words, Academic Words, Word Study</i>

<p><i>18-19~ Q4 Exams</i></p>	<p>Reading Strategy: <i>Read for Enjoyment</i> <i>The Girl Who Married the Moon</i></p> <p><u>Q4 REVIEW</u> Q4 Tests</p>
<p>Week 9 (38) May 22nd to 26th <u>4 Days of Class</u> <i>22~ Record Day</i> <i>23-26 ~ Student Clearance</i></p>	<p><u>Graduation Practice</u></p>
<p>Week 10 (39) May 29th to June 2nd <u>4 Days of Class</u> <i>1 ~ Students Last Day</i> <i>2~ Teachers/Staff Meeting</i></p>	<p><u>Graduation Practice</u></p>