

English Writing 3-4 Spring 2025 Syllabus

Instructor: Ally Zhang

Students: 3rd and 4th graders who need to strengthen foundational writing skills

Age Range: 8-10

Place: In-person at CHS E113. Online components: Google Classroom for individualized coaching; Class Blog for interactive showcasing and peer learning.

Time: Section 1 is from 3:00-3:50pm; Section 2 is from 4:00-4:50pm on Sundays.

Materials: In-class materials will be provided by the teacher; parents are responsible for their own child's student research (e.g. websites, e-books from online libraries, hardcopy books, etc.)

Course Objectives: By the end of the semester, students will be able to:

1. Effectively use brainstorming strategies (mind mapping, listing, free writing) to generate rich and relevant ideas.
2. Categorize information and create outlines to organize the content generated by brainstorming, reading, and data collecting.
3. Continue to strengthen author identity, audience awareness, and genre awareness.
4. Successfully complete writings in the persuasive, informative, and narrative genres.
5. Use research to support their own opinions and appeals, expand their own and their audience's knowledge, and enrich their fictional stories.
6. Interact with teacher and peers both socially and academically in speech and in writing in academically and linguistically appropriate ways.

Syllabus: (Abbreviation: HW-homework; GC-Google Classroom; CB-Class Blog)

Unit 1: Personal Narrative

Jan 12: First day of school. Warm up activity: Who is the person sitting with me? **Personal Narrative (PN):** Guided free writing: A () Day during Winter Break. **HW:** Post on GC.

Jan 19: PN-A focused story about YOU, but MORE: Structure, sequence, highlights, theme, value, and significance (personal, cultural, societal). Guided free writing: Your expectations of the upcoming Chinese New Year Carnival. **HW:** Post on GC.

Jan 26: Chinese School Chinese New Year Carnival: Required participation for related personal narrative writing. **HW:** Write and post on GC your PN about what you saw, heard, did, felt, got/earned, and enjoyed at the carnival, AND how you feel about our culture and why it is important that you went to and enjoyed this cultural event.

Feb 02: Chinese New Year Celebration at the Palladium, no school

Feb 09: Share your personal narratives: Pair or whole class sharing. **HW:** Revise and edit for the school writing competition (if there is one).

Unit 2: Social Science: History and Memoir

Feb 16: Asian American History and Persona Immigrant History: Read/watch and tell. Differences between biography and memoir. Interview questions design. **HW:** Conduct your interview, record, and take notes. Turn in your questions and their answers on GC.

Feb 23: My family's personal immigrant history: A Memoir. **HW:** Write and post memoir on GC.

Mar 02: Revising and Editing: Highlighting key events and strengthening main character voice. **HW:** Revise/edit and turn in.

Mar 09: Share your memoir: Validating the ever-changing nature of the immigrant experience. Pair or whole class sharing. **HW:** Reflection on the impact of what you learned on yourself.

Unit 3: Natural Science and Science Fiction

Mar 16: Past, Present, and Future: The solar system: Past and present. Free writing: What earth will look like a million years from now. **HW:** Post free writing on GC.

Mar 23: Creatures on Earth: A million years from now. The most habitable planet besides Earth. **HW:** Gather info about the most habitable planet (besides Earth) and post on GC.

Mar 30: You the Young Scientist: The least and the most habitable planets in the solar system. **HW:** Write and post comparison essay on GC to join the space program.

Apr 06: Spring Break, no school.

Apr 13: Spring Break, no school.

Apr 20: You the Futurist Scientist: Transform a planet into our second home. **HW:** Write and submit "Survival System" proposal to GC.

Apr 27: You the Sci-Fi Writer: A space excursion in the year 1002025. **HW:** Write and post your Sci-Fi story.

May 04: Share your Sci-Fi story: Write a blurb. Create posters. Share both the blurb and the story on Class Blog. **HW:** Finish your posters and take them to class next time. Read and Comment on peer stories on Class log.

May 11: Last day of school. Poster presentation in **Writers Fair**. You will be given pledge sheets to record who would like to “buy” your fun science story; you will also give pledge by signing your name on other people’s pledge sheet. Prize will be given! **[Parent volunteers needed]**.

May 18: School Picnic (Place and time TBD)

May 25: Summer Break starts

NB: Subject to modifications based on student initial levels and progress.

*** Attendance is important: (1) it holds students accountable for their own learning, and (2) it is directly linked to learning outcome. In-class activities cannot be recreated after class no matter how well teacher recaps in email or how much parents work with students.**

*** Students MUST complete and bring writing to next class AND save all writing homework for later use.**