

First Steps in IEW Writing

People & Places

Part One

Grades: Grades 3 - 4

Day of Week: Monday

Time of Class: 1:00 – 2:30 pm ET

Semester: Fall 2022

Length of Class: 10 classes

Tuition: \$250.00

Class Dates:

Week 1 – Week of August 29

Week 2 – Week of September 5

Week 3 – Week of September 12

Week 4 – Week of September 19

Mid-Semester Break – Jewish High Holidays

Note: ALL the Jewish Holidays fall during the week this year and the way they hit there is an extra-long mid-semester break. Teachers will be giving a long-term project for students to work on during this time.

Week 5 – Week of October 24

Week 6 – Week of October 31

Week 7 – Week of November 6

Week 8 – Week of November 14

Week 9 – Week of November 28

Week 10 – Week of December 5

Make-Up Week – Week of December 12

Instructor's Name: Eva Goldstein - Meola

Instructor's Email: eva@writingteacher.com

Instructor's Phone: 305-906-2853

Instructor's Whats App: 305-906-2853

Description of Class:

You have asked me for it over and over! Here it is!

A writing class that comes BEFORE Intro to Writing for our 3rd and 4th graders!

In People and Places, students will be writing DEVELOPMENTALLY APPROPRIATE keyword outlines, sentences, paragraphs, and compositions with stylistic techniques as they learn about the workers, who keep a community running smoothly, from firefighters to police officers, from road crew to rescue workers.

Learning to write well will serve children not only during their school years; however, into college and throughout their adult lives. This class is the FIRST STEP. It is a BABY STEP. This class will encourage them to put pen to paper.

Parents are strongly, STRONGLY encouraged to be their child's "scribe". This doesn't mean "change their words". This means take down their dictation as they say it. I would prefer wonderful language to flow from their mouths instead of the child being worried about spelling and handwriting. There is a huge difference between "writing" and "handwriting." It is also strongly encouraged that students learn how to keyboard at a young age.

Writing is a lifelong skill. Writing is profoundly important in the workplace. The process of learning to write well also teaches students how to think clearly and communicate effectively in every area of life. I will work with your students to hone the skills needed to communicate confidently and effectively. Whether your students are eager learners or reluctant writers, this step-by-step approach will give them the tools they need to confidently write well, think clearly, and express themselves eloquently and persuasively. We will be using IEW, which is a more classical system that stresses modeling over and over. Additionally, it builds a firm foundation of specific skills. As students practice each format and master each technique, they develop confidence – and consequently creativity. Even beginners can get a sense of structure and a repertoire of style

Class Approach:

Students are expected to be present in class, participating actively and asking questions when they arise.

Students are expected to USE their CLASS NOTES (provided by instructor) while writing.

Students are expected to USE their ASSIGNMENT PLANNERS while writing.

Students are expected to USE their COMPOSITION CHECKLIST while editing.

Goals:

If the student participates in class and does their homework to the best of their ability using the tools provided, it is expected that by the end of two semesters (part one and two) of First Steps in Writing, the student SHOULD be able to progress to Intro Writing.

Textbook:

All handouts will be provided by instructor. Students can find them on our learning management system, CANVAS.

Requirements:

Attending class and/or watching the recording as soon as possible. If questions arise, it is expected that students will contact Eva at eva@writingteacher.com as soon as possible.

Weekly Homework:

Homework is given at the end of each class session. It is expected that students work on their assignment 15 – 30 minutes **daily** between class sessions depending on the student's focus and speed.

Homework Policy:

Homework is to be turned in prior to the next class via the LMS.

Additional Policies:

100 % effort, honesty and politeness are expected in this class.

Evaluation:

Exceeds Expectations

Meets Expectations

Not Yet

Incomplete

” E” stands for Exceeds Expectation. To receive an “E”, there is significant evidence that the student used the ASSIGNMENT PLANNER and COMPOSITION CHECKLIST. This paper “exceeds” my expectations. It goes the extra mile. This is the equivalent of an “A” in a traditional grading system. A means excellent, which in my opinion is above and beyond my expectations. *You must Impress me to receive a “E”*. Within the grade book on CANVAS, you will receive 10 points for an "E".

”M” stands for Meets Expectations. This paper shows that they have learned most concepts from the lesson presented in class as well as continued to implement the past concepts. It is a good paper; however, it does NOT go above and beyond. There is likely evidence of BASIC mistakes that the student should have mastered already. This is the equivalent of a “B” in a traditional grading system. This is where your child should be to be successful. This is a SOLID grade. Most students will likely be at this level. Within the grade book on CANVAS, you will receive 8 points for an "M".

” Y” stands for Not Yet. This paper shows lack of understand of the basic concepts taught in class. This paper shows that not enough time was put into writing and/or editing. This paper does not demonstrate that the student understood the lesson from class. This is the equivalent to a “C-” or “D” in a traditional grading system. Within the grade book on CANVAS, you will receive 6 points for a "Y".

"I" stands for Incomplete. This means you have not completed your work correctly according to the ASSIGNMENT PLANNER or COMPOSITION CHECKLIST. This is equivalent to an "F" in a traditional grading system. Students CAN redo an I. Within the grade book on CANVAS, you will receive 4 points for an "I".

Anticipated Weekly Course Schedule:

| Week | Topic |
|----------------|--------------------------------------------------------------------------------------------|
| Week 1 | Source Text, and Keyword Outline |
| Week 2 | Source Text, Keyword Outline, and Verbal Rehearsal |
| Week 3 | Source Text, Keyword Outline, Verbal Rehearsal, Summarizing Non-Fiction, and Basic Editing |
| Week 4 | Summarizing Non-Fiction and LY Adverbs |
| Week 5 | Summarizing Non-Fiction, Adjective – Adjective Noun, Who-Which Clause and Banned Words |
| Week 6 | Three Paragraph Narrative Summaries |
| Week 7 | Three Paragraph Narrative Summaries, Strong Verbs and Because Clause |
| Week 8 | Three Paragraph Narrative Summaries, Strong Verbs and Because Clause |
| Week 9 | Narrative Summaries with a Twist, www. asia clause |
| Week 10 | End-of-the-Semester Jeopardy |