

## English Language Arts: (TCRWP, Heinemann; Vocabulary Workshop, Sadlier; NoRedInk )

Middle School students learn English Language Arts through a workshop model that is based on the Common Core State Standards. Interactive reading and writing partnerships augmented by rich mentor texts engage students and help them develop a passion for literacy.

### Grade 6

#### Reading

##### Key Ideas and Details

- Cite textual evidence to support analysis of what the text says and implies
- Determine theme or central idea of a text; provide a summary of the text distinct from personal opinion
- Describe how a particular story or drama unfolds in a series of episodes; how the characters respond/change

##### Craft and Structure

- Determine the meaning of words & phrases as they are used in a text; use figurative/connotative meanings
- Analyze how a particular sentence, chapter, scene, or stanza fits the overall structure of a text
- Explain how an author develops the point of view of the narrator or speaker in a text

##### Integration of Knowledge and Ideas

- Compare/contrast the experience of reading a story to listening to or viewing an audio, video or live version
- Compare/contrast texts in different forms or genres in terms of their approaches to similar themes/topics

##### Range of Reading and Level of Text Complexity

- Read and comprehend literature, including stories, dramas, and poems at reading level

#### Writing

- Write arguments to support claims with clear reasons and relevant evidence
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
- Write narratives to develop experiences or events using descriptive details and structured event sequences
- Produce clear/coherent writing; development, organization, and style appropriate to task, purpose, audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach
- Use technology and the Internet to produce & publish writing; interact and collaborate with others
- Conduct short research project to answer a question, drawing on several sources, refocusing the inquiry
- Gather relevant information from multiple print/digital sources; quote/paraphrase the data avoiding plagiarism

#### Speaking and Listening

- Engage effectively in a range of collaborative discussions, building on others' ideas and expressing own ideas clearly
- Interpret information presented in diverse media formats; explain how it contributes to topic, text, or issue
- Delineate a speaker's argument and specific claims; distinguish claims supported by reasons/evidence
- Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details
- Include multimedia components and visual displays in presentations to clarify information
- Adapt speech to a variety of contexts/tasks, demonstrating command of formal English

#### Language

- Ensure pronouns are in the proper case (subjective, objective, possessive)
- Use intensive pronouns; recognize and correct inappropriate shifts in pronoun number and person
- Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements
- Vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in tone
- Determine/clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

#### Units of Study

#### Reading

#### Writing

Units of Study	Reading	Writing
Unit 1: September/October	<i>Turning Every Kid Into A Reader</i>	<i>Personal Narrative: Crafting Life Stories</i>
Unit 2: October/November	<i>Studying Characters Through Key Details</i>	<i>The Literary Essay - From Character to Compare/Contrast</i>
Unit 3: November/December	<i>Poetry Anthologies/Advent Theme</i>	<i>Poetry Anthologies with Presentation</i>
Unit 4: January/February	<i>Synthesizing Non-Fiction</i>	<i>Writing Information Books</i>
Unit 5: February/March	<i>Reading Across Genres</i>	<i>Persuasive Essays</i>
Unit 6: April/May	<i>Non-Fiction Book Clubs</i>	<i>Research-Based Information Writing</i>
Unit 7: May/June	<i>Author Studies to Independent Projects: Launching a Summer of Reading/Writing</i>	

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**Grade 7**

**Reading**

**Key Ideas and Details**

- Cite several pieces of textual evidence to support analysis of what the text says and implies
- Determine theme or central idea of a text; analyze its development and provide an objective summary
- Analyze how particular elements of a story or drama interact (how setting shapes the characters or plot)

**Craft and Structure**

- Determine the meaning of words & phrases as they are used in a text; analyze impact of author's craft
- Analyze how a drama's or poem's form or structure (soliloquy, sonnet) contributes to its meaning
- Analyze how an author develops and contrasts the points of view of different characters or narrators in a text

**Integration of Knowledge and Ideas**

- Compare/contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version
- Compare/contrast a fictional portrayal of a time, place, or character and a historical account of the same period

**Range of Reading and Level of Text Complexity**

- Read and comprehend literature, including stories, dramas, and poems at reading level

**Writing**

- Write arguments to support claims with logical reasoning & relevant evidence, using accurate, credible sources
- Write informative/explanatory texts; introduce a topic clearly, previewing what is to follow
- Write narratives to develop experiences or events with a clear point of view using descriptive details and structure
- Produce clear/coherent writing; development, organization, and style appropriate to task, purpose, audience
- Develop and strengthen writing focusing on how well purpose and audience have been addressed
- Use technology and the Internet to produce and publish writing and link to and cite sources
- Conduct short research project; generate additional related, focus questions for further research and investigation
- Gather relevant information from multiple print/digital sources; follow a standard format for citation

**Speaking and Listening**

- Engage effectively in a range of collaborative discussions; elicit elaboration and respond to others' comments
- Analyze the main ideas and supporting details presented in diverse media and formats
- Delineate a speaker's argument and specific claims; evaluate soundness of reasoning & relevance of the evidence
- Present claims and findings, emphasizing salient points in a focused, coherent manner
- Include multimedia components and visual displays in presentations to clarify claims and emphasize salient points
- Adapt speech to a variety of context/tasks, demonstrating command of formal English

**Language**

- Explain the function of phrases and clauses and their function in specific sentences
- Choose among simple, compound, complex, & compound-complex sentences to signal differing relationships
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers
- Use a comma to separate coordinate adjectives
- Determine/clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

**Units of Study**

**Reading**

**Writing**

Units of Study	Reading	Writing
Unit 1: September	<i>Agency and Independence: Launching with Experienced Readers</i>	<i>Writing Realistic Fiction (Narrative)</i>
Unit 2: October	<i>Dystopian and Fantasy Book Clubs</i>	<i>Literary Essays</i>
Unit 3: November/December	<i>Analytical Reading: Poetry (Advent)</i>	<i>Poetry Writing</i>
Unit 4: January/February	<i>Non-Fiction Research Across Text Sets</i>	<i>Research-Based Argument Essays</i>
Unit 5: March	<i>Poetry Analysis</i>	<i>Poetry Analysis</i>
Unit 6: April	<i>Historical Documentaries</i>	<i>Persuasive Speech</i>
Unit 7: May/June	<i>Author Studies to Independent Projects: Launching a Summer of Reading/Writing</i>	

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**Grade 8****Reading****Key Ideas and Details**

- Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences
- Analyze the development of a theme/central idea, including its relationship to the characters, setting, and plot
- Analyze how dialogue in a story propels the action, reveals aspects of a character, or provokes a decision

**Craft and Structure**

- Analyze the impact of specific word choice on meaning and tone, including analogies or allusions to other texts
- Compare/contrast the structure of two or more texts; analyze how the differing structure contributes to meaning
- Analyze how differences in the points of view of characters & audience/reader create effects (suspense/humor)

**Integration of Knowledge and Ideas**

- Analyze the extent to which a filmed or live production of a story stays faithful to or departs from the text/script
- Analyze how a modern work of fiction draws on themes, patterns of events, or character types from earlier works

**Range of Reading and Level of Text Complexity**

- Read and comprehend literature, including stories, dramas, and poems at reading level

**Writing**

- Write arguments to support claims ; acknowledge and distinguish the claim from alternate or opposing claims
- Write informative/explanatory texts to examine a topic; organize ideas and concepts into broader categories
- Write narratives to develop experiences or events and show the relationships between them
- Produce clear/coherent writing; development, organization, & style are appropriate to task, purpose, audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach
- Use technology/Internet to produce & publish writing; present the relationships between information and ideas
- Conduct short research project to answer a question; allow for multiple avenues of exploration
- Gather relevant information from multiple print/digital sources; assess the credibility and accuracy of each source

**Speaking and Listening**

- Engage effectively in a range of collaborative discussions; justify own views in light of evidence presented
- Analyze the purpose of information presented in diverse media and formats
- Delineate a speaker's argument and specific claims; identify when irrelevant evidence is introduced
- Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence
- Integrate multimedia and visual displays into presentations to clarify information & strengthen claims/evidence
- Adapt speech to a variety of contexts/tasks, demonstrating command of formal English

**Language**

- Explain the function of verbal's (gerunds, participles, infinitives) in general and in particular sentences
- Form and use verbs in the active and passive voice
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood
- Use punctuation (comma, ellipsis, dash) to indicate a pause or break; use an ellipsis to indicate an omission
- Determine/clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

**Units of Study****Reading****Writing**

Units of Study	Reading	Writing
Unit 1: September	<i>Textual Lineages and Courses of Study</i>	<i>Memoir (Narrative/Expository)</i>
Unit 2: October	<i>Investigative Journalism</i>	<i>Investigative Journalism (Informational/ Explanatory/Narrative)</i>
Unit 3: November/December	<i>Analytical Reading Practices</i>	<i>Literary Analysis Essay (Opinion/Argument)</i>
Unit 4: January/February	<i>Critical Non-Fiction Research Across Texts</i>	<i>Research-Based Argument Essays</i>
Unit 5: February/March	<i>Analytical Reading - Poetry (Lent Theme)</i>	<i>Poetry Analysis</i>
Unit 6: April/May	<i>Changing the World through Words: Powerful Speeches &amp; Their Effects on History</i>	<i>Speech Analysis and Presentation: Persuasive Public Speaking</i>