

**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

Recognize variations from standard English in writing, speaking, and identify and use strategies to improve expression

Units of Study	Reading	Writing
Unit 1: September/October	Launching A Reader's Notebook & Independent Reading	Writing Short stories
Unit 2: October/November	Social Issues in Lit. Novel: Out of My Mind	Response To Literature
Unit 3: November/December	Research Skills and Teen Activism	Research-Based Informational Writing
Unit 4: January/February	Realistic Fiction Novel: Restart by Gordon Korman	Literary Essay
Unit 5: February/March	Poetry Analysis	Poetry Anthologies
Unit 6: April/May	Historical Fiction Novel: Refugee by Alan Gratz	Argumentative Writing
Unit 7: May/June	Author Studies to Independent Projects: Launching a Summer of Reading/Writing	

**English Language Arts: (TCRWP, Heinemann; Vocabulary Workshop, Salier; noredink, Grammar)**

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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 verbals (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>