

Middle School English/Language Arts Curriculum Map

Essential Questions

Enduring Understandings

- What is the purpose of applying grammatical skills?
- How can usage of grammatical skills and rules improve written communication?
- How can an understanding of grammatical skills and structures assist my oral language?

- How do I use context clues to help me figure out the meaning of an unknown word?
- How do Greek and Latin derivatives assist me as a reader and writer?
- How can I further develop my vocabulary?
- How can I effectively communicate my thinking and learning?

- Why should I explore various genres of literature?
- How can I be influenced or educated by reading materials?
- How do the details from the story support or refute the predictions I make about the mood, setting, and plot?

- GRAMMAR:**
Eight parts of speech guide our writing and reading.
- Sentences have structure that can be identified, explained and replicated.
- Language is a system of discrete patterns and symbols, including words, letters, grammar, and syntax.
- The purpose of a language, as a system, is to create meaning.
- Readers and writers demonstrate conventions of standard English.
- VOCABULARY:**
Language is dynamic - multiple factors affect the evolution of language.
- Change and continuity in language and literature reflect individual and societal evolution.
- Language is intentional - a tool for processing and communicating one's ideas about the world.
- All reading, writing, and speaking centers around audience and the desired effect on that audience.
- COMPREHENDING FICTION and NONFICTION:**
- Systems and structures define the various genres.
- Fiction and nonfiction text reflects and contributes to culture.
- Individual, cultural, and societal connections enrich literature.

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How does an author's use of historical or cultural references alter my thinking?

How can I effectively determine and apply appropriate reading strategies?

How is reading and writing connected?

How do I develop and maintain reading confidence and stamina?

Historical and cultural contexts enhance understanding.

Certain works transcend their historical and cultural contexts.

Certain themes pervade literature.

Pieces of fiction / novels contain the elements of plot (conflict, climax resolution), setting, character development, theme, and point of view.

Reading and writing are inextricably connected (i.e. read print through the eyes of a writer and write with the eyes of a reader).

Fiction and nonfiction text can enrich and illuminate other texts, the reader's own life, and the world in which we live.

Readers read to understand both the influences of other texts upon the text at hand and the author's perception of his/her world.

Readers seek patterns or themes in written works.

Readers read and write with empathy, identifying alternate points of view even if s/he does not agree with them.

Readers monitor and control personal reading and writing processes.

Readers are persistent with challenging texts and ideas, employing appropriate strategies to derive meaning.

FLUENCY:

Effective readers demonstrate specific oral reading skills that need practice and attention.

What skills do I need to exhibit when reading aloud?

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| Instructional Skills | Instructional Strategies | Assessments | Resources |
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| <p>GRAMMAR: Separate subjects and predicates</p> <p>Identify core elements of four basic sentence patterns</p> <p>Identify prepositions and their objects in prepositional phrases</p> <p>Classify adjectival and adverbial prepositional phrases</p> <p>Recognize, produce and/or diagram: -eight parts of speech (e.g. nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections) -structure of simple sentence -structure of simple sentence with compound parts -indirect objects -verbs in active or passive voice -linking verbs -verbs in indicative, imperative, interrogative, conditional and subjunctive mood -predicate nouns -predicate adjectives -predicate adjectives</p> <p>Identify, explain, interpret, construct and/or diagram: -dependent clauses -adverb clauses</p> | <p>Writing Diagrams Text highlight Novel studies Compare/contrast tasks Proofread</p> | <p>Weekly essays Diagramming assignments Objective tests Class participation Daily exercises Written paragraphs</p> | <p><i>Warriner's Grammar and Composition Second Course</i> Prestwick House resources Novels Text readings Short stories <i>Warriner's Grammar and Composition Third Course</i> <i>A Writer's Reference, 4th ed.</i> By Hacker</p> |

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| <p>-adjective clauses -noun clauses -conjunctions (subordinate, coordinate) -gerunds -gerund phrases -modifiers (i.e. misplaced and dangling) -participals -infinitives</p> <p>Identify, explain, interpret, diagram and construct:</p> <p>-compound parts -compound sentences -complex sentences</p> <p>Demonstrate conventions of standard English grammar and usage when writing and speaking</p> <p>-use proper pronouns (i.e. subjective, objective, possessive) -use intensive pronouns (e.g. myself, ourselves) -recognize improper variations in speaking and writing</p> | | | |
| <p>VOCABULARY: Define age and content appropriate terms</p> <p>Recall previous vocabulary (i.e. synonyms, antonyms)</p> <p>Use vocabulary correctly in oral and written communication</p> <p>Identify parts of speech with</p> | <p>Vocabulary games Journal writing Dictionary use Internet exploration Read and respond Highlight</p> | <p>Vocabulary journals Writing prompts Short and long answer essays Objective tests</p> | <p>Novels Various texts Internet resources Greek and Latin root words Word Masters</p> |

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conventional uses of suffixes (new words)

Incorporate new vocabulary into writing assignments

Memorize new word lists with parts of speech and definitions

Use new vocabulary words in meaningful sentences

Use precise language (word choice) to write with clarity and expression (i.e. sophistication and sentence variety)

Utilize specialized and sophisticated vocabulary in speaking and writing

Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings

Analyze the impact of specific word choice on meaning and tone

Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text

Analyze how a particular sentence, chapter, scene or stanza contributes to the development of theme, setting or plot

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| <p>COMPREHENDING FICTION: Identify and discuss fictional theme or central idea of a text (e.g. search for identity, coming of age, cooperation vs. isolation , honoring the historical past, tolerance of the atypical, search for knowledge or justice, epic journey, battle between good & evil)</p> <p>Use knowledge of language structure to anticipate text or story pattern</p> <p>Evaluate fiction with nonfiction information, examining how authors use fiction or alter history</p> <p>Examine author’s intent</p> <p>Explore various genres</p> <p>Attend to or provide a storytelling and recall/retell specific information</p> <p>Examine scripts and plays</p> <p>Read critically and widely to recognize the difference between fact and opinion, evidence and assertion</p> <p>Recognize and explain character development</p> <p>Define plot structure</p> | <p>Modeled, shared and interactive read alouds</p> <p>Literature selections</p> <p>Defend position or answer with direct quote from book</p> <p>Discussions</p> <p>Question/ answer</p> <p>Review games</p> <p>Graphic organizers</p> <p>Written responses</p> <p>Readers’ theatre</p> | <p>Observations</p> <p>Performances</p> <p>Oral responses/ participation</p> <p>Journal writing</p> <p>Objective tests</p> <p>Essays</p> | <p><i>Contemporary Classics</i> by the Perfection Corp.</p> <p>DVDs- movies, documentaries</p> <p>Short stories</p> <p>Library / literature resources</p> <p>Cds</p> <p>Visual aides</p> <p>Novels</p> <p>Prestwick House resources</p> <p>Dover tradebooks</p> <p>Scripts</p> <p>Poetry</p> |

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| <p>Cite textual evidence to support analysis of what the text states explicitly</p> <p>Compare and contrast the structure of two or more texts</p> <p>Compare and contrast stories, dramas, plays or poems listening to or viewing an audio, video or live version of a text</p> <p>Analyze how particular lines of dialogue or incidents in a story or drama propel action, reveal aspects of a character or provoke a decision</p> <p>Define sensory images or experiences while reading or listening</p> | | | |
| <p>COMPREHENDING NONFICTION:</p> <p>Understand the significance of the past to one's own life both public and private</p> <p>Develop research questions</p> <p>Seek answers to research questions using library and online resources</p> <p>Differentiate between primary and secondary sources</p> | <p>Write autobiography</p> <p>Forum for debate</p> <p>Forum for speech</p> <p>Presentation platforms</p> <p>Library guidance (i.e. introduce Dewey Decimal System)</p> <p>Lecture</p> <p>Note-taking</p> <p>Discussions</p> <p>Modeled research</p> <p>Research formats</p> | <p>Written autobiography</p> <p>Participation in group and independent questions</p> <p>Observations</p> <p>Performance</p> <p>Writing</p> <p>Projects</p> <p>5 paragraph essays</p> <p>Research report</p> <p>Formal outlines</p> <p>Debate</p> | <p>Research materials</p> <p>Library resources</p> <p>Dewey Decimal System visuals</p> <p>Textbooks</p> <p>Internet resources</p> <p>College texts</p> <p>Articles</p> <p>Primary and secondary sources</p> <p>Early American Writers</p> |

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| <p>Read, gather and document notes on a given/chosen topic and/or research questions</p> <p>Distinguish between essential and nonessential information</p> <p>Determine topic sentences and supporting details</p> <p>Organize notes on a topic</p> <p>Write cue cards on a topic</p> <p>Reference or cite resources utilized to support analysis of what the text states explicitly as well as inferences drawn</p> <p>Correlate information related to research questions</p> <p>Recognize, define and explain plagiarism</p> <p>Make predictions and connections</p> <p>Reread text sections or chapters to problem solve, self-correct, or confirm</p> <p>Self monitor and self-correct when reading</p> <p>Interpret information presented in diverse media and formats</p> | <p>Graphic organizers</p> <p>Highlighting</p> <p>Writing tasks</p> <p>Cue cards</p> <p>Modeled, interactive and shared readings</p> <p>Independent reading</p> | <p>Presentation</p> <p>Speech</p> <p>Notes</p> | |
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Summarize and synthesize information and ideas of occurrence

Compare and contrast events with contemporary and historical society

Develop perspective

Determine author's point of view

Identify jargon and bias in text

Develop a position on a topic based on research and experience

Develop opposition to a topic based on research and experience

Effectively communicate position or rebuttal in a speech format

Adapt a speech to a variety of contexts and tasks

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not

Present claims or findings

Engage effectively in a collaborative meeting or discussion (e.g. prepare, define roles, pose questions, exchange responses, display perspectives, demonstrate respect)

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| <p>Sequence ideas logically, using pertinent descriptions, facts or details</p> <p>Develop a presentation to include a multimedia component and visual display</p> | | | |
| <p>FLUENCY: Demonstrate effective: -expression -tone -punctuation -meter/ rate -volume -word attack strategies -phrasing -eye contact</p> | <p>Reading partners Recorded readings Repeated readings Video taped readings</p> | <p>Observations Checklists Performance Peer rubrics</p> | <p>Recording devices Internet recording sites (i.e. WIMBA, Skype, VooDoo)</p> |

STANDARDS:
Common Core State Standards
Reading Standards for Literature 6 - 12: Integration of Knowledge and Ideas 7, 9, Range of Reading and Level of Text Complexity 10, Key Ideas and Details 1, 2,3, Craft and Structure 4,5,6
Reading Standards for Informational Text 6-12: Key Ideas and Details1,2, Craft and Structure 4,5,6, Integration of Knowledge and Ideas 7, 8, 9, Range of Reading and Level of Text Complexity 10
Speaking and Listening Standards 6-12: Comprehension and Collaboration 1.a., 1.b., 1.c. 1.d, 2,3, Presentation of Knowledge and Ideas 4,5, 6
Language Standards: Conventions of Standard English 1.a, 1.b, 1.c, 1.d, 1.e, 2.a, 2.b, Vocabulary Acquisition and Use 4.b, 4.c., 5.b, 5.c, 6