

Middle School - English Language Arts

Grade 6

Objectives	BSS Difference
<p>To develop critical thinkers who can take a position and develop arguments that support the position</p> <p>To improve reading comprehension</p> <p>To develop critical-reading skills the comprehension of fiction and nonfiction texts</p> <p>To expand knowledge of literary style and devices for the purpose of interpreting literature</p> <p>To develop writers who can express their ideas clearly and who approach writing confidently</p> <p>To build vocabulary and language mechanics expertise through explicit instruction</p> <p>To develop study skills so every student understands how he/she learns effectively and efficiently</p> <p>To use electronic resources to enhance learning</p>	<p>Emphasizing skill development so that students become independent learners and gain confidence in their ability to learn, read, and write well</p> <p>Providing explicit instruction on how to study and how to organize assignments and materials</p> <p>Teaching students study techniques and helping them to recognize which techniques are effective and efficient for them</p> <p>Providing rich feedback on written assignments through conferencing and comments in order to maximize the revision step of the writing process.</p> <p>Scaffolded teaching of the research process from plan to finished paper</p>

Literature	Informational Text
<p><u>Short Stories</u></p> <ul style="list-style-type: none"> • “The King of Mazy May” by Jack London • “The Sound of Summer Running” by Ray Bradbury • Other stories from Prentice Hall Literature - Copper Level <p><u>Novels</u></p> <ul style="list-style-type: none"> • <i>The Graveyard Book</i> • <i>Where the Red Fern Grows/Bud, Not Buddy</i> • A Retelling of <i>The Odyssey</i> <p><u>Poetry</u></p> <p>Unit 9 on Poetry from Prentice Hall Literature - Copper Level</p> <ul style="list-style-type: none"> • Lyric, narrative, Haiku, Limerick, Concrete poems • Poetic devices and figurative language <p><u>Drama</u></p> <p><i>Romeo and Juliet</i> by Shakespeare <i>The Phantom Tollbooth</i></p>	<p><u>Reading Comprehension in Varied Subject Matter by Jane Ervin - Book 4</u> - short nonfiction selections to build and assess comprehension skills</p> <p><u>Nonfiction selections from Prentice Hall Literature - Copper Level - Unit 7</u></p> <ul style="list-style-type: none"> • “The Shutout” by • “Restoring the Circle” by • “How the Internet Works” by • “Turkeys” by <p><u>Scholastic Scope</u> - various articles from the monthly periodical</p> <p><u>Articles on ancient Greece as part of the grade 6 research project</u></p> <p><u>Background information (articles) on the novels, short stories, and plays and their author.</u></p>
<p>Vocabulary Acquisition and Use</p>	<p>Language: Understand, Edit for Grammar, Usage</p>
<p>Sadlier Vocabulary - Level B Membean.com - vocabulary Vocabulary from literature</p>	<p><u>Loyola Exercises in English</u></p> <ul style="list-style-type: none"> • Sentences - purpose, structure, and analysis (including diagramming) • Nouns

	<ul style="list-style-type: none"> • Verbs • Pronouns • Modifiers: adjectives and adverbs • Phrases and clauses • Punctuation Rules <p><u>Daily Language Workouts</u> - brief edit sessions for proofreading practice and review of rules.</p> <p><u>Collins method</u> of highlighting language mechanics errors in student writing so the student can make the corrections.</p>
Other	Writing
<p><u>Oral Presentations</u></p> <ul style="list-style-type: none"> • Recitation of a speech from <i>Romeo and Juliet</i> 	<ul style="list-style-type: none"> • Fiction and nonfiction summaries • Fiction and nonfiction narratives • Friendly letter • Essay about a literary character's traits that includes quotations from the text(s) that supports the student's opinion. • Theme essay • Grade 6 research project paper • Poems: haiku and couplets in iambic pentameter, simile and metaphor use, free verse to explore use of literary technique

Grade 7

Objectives	BSS Difference
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<p>To develop critical thinkers who can take a position and develop arguments that support the position</p> <p>To improve reading comprehension</p> <p>To develop critical-reading skills the comprehension of fiction and nonfiction texts</p> <p>To expand knowledge of literary style and devices for the purpose of interpreting literature</p> <p>To develop writers who can express their ideas clearly and who approach writing confidently</p> <p>To build vocabulary and language mechanics expertise through explicit instruction</p> <p>To develop study skills so every student understands how he/she learns effectively and efficiently</p> <p>To use electronic resources to enhance learning</p>	<p>Emphasizing skill development so that students become independent learners and gain confidence in their ability to learn, read, and write</p> <p>Providing explicit instruction on how to study and how to organize assignments and materials</p> <p>Teaching students study techniques and helping them to recognize which techniques are effective and efficient for them</p> <p>Providing rich feedback on written assignments through conferencing and comments in order to guide the maximize the revision step of the writing process.</p> <p>Teaching explicitly the entire research process from plan to finished paper</p>
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Literature	Informational Text
<p><u>Short Stories from Prentice Hall Literature - Bronze Level</u></p> <ul style="list-style-type: none"> ● “Phaethon, Son of Apollo” retold by Olivia E. Coolidge ● “Demeter and Persephone” retold by Anne Terry White ● “Icarus and Daedalus” retold by Josephine Preston Peabody ● “Two Kinds” by Amy Tan ● “After Twenty Years” by O. Henry ● “All Summer in a Day” by Ray Bradbury ● Others depending on time <p><u>Novels</u></p> <ul style="list-style-type: none"> ● <i>The Outsiders</i> ● <i>To Kill a Mockingbird</i> <p><u>Poetry</u></p> <p><u>Unit 9 - Prentice Hall Literature - Bronze Level</u></p> <ul style="list-style-type: none"> ● “The Cremation of Sam McGee” ● “Washed in Silver” ● “Winter” ● “Seal” ● “The Pasture” ● Three Haiku ● “Annabel Lee” ● “Martin Luther King” ● “Full Fathom Five” ● “Onomatopoeia” ● “Maestro” ● “The Village Blacksmith” ● “Life” 	<p><u>Reading Comprehension in Varied Subject Matter by Jane Ervin - Book 5</u> - short nonfiction selections to build and assess comprehension skills</p> <p><u>Select Works from Prentice Hall Literature - Bronze Level</u></p> <ul style="list-style-type: none"> ● “Rattle Hunt” by Marjorie Rawls ● “From Barrio Boy” by ● “I Am a Native of North America” by ● “All Together Now” by Barbara <p>OR</p> <ul style="list-style-type: none"> ● “No Gumption” by Russell Baker ● “From An American Childhood” by Annie Dillard ● “The Night the Bed Fell” by James Thurber <p><u>Scholastic Scope</u> - various articles from the monthly periodical</p> <p><u>Texts</u></p> <ul style="list-style-type: none"> ● <i>Lincoln: A Photobiography</i> ● Selected readings on the Civil War that support the grade 7 research project. ● “Shakespeare and His World” - Prentice Hall Literature - Bronze Level

<ul style="list-style-type: none"> ● “Loo-Wit” ● Other selected poems ● “If --” and “Thumbprint” ● “The Charge of the Light Brigade” and “Enemy” <p><u>Drama</u></p> <ul style="list-style-type: none"> ● <i>Twelfth Night</i> by Shakespeare ● <i>The Monsters Are Due on Maple Street</i> by Rod Serling 	
Vocabulary Acquisition and Use	Language: Understand, Edit for Grammar, Usage
<p>Sadlier Vocabulary Program - Level C Membean.com - vocabulary Vocabulary from fiction and nonfiction reading</p>	<p><u>Loyola Exercises in English*</u></p> <ul style="list-style-type: none"> ● Sentences - purpose, structure, and analysis (including diagramming) ● Nouns ● Verbs ● Pronouns ● Modifiers: adjectives and adverbs ● Phrases and clauses and conjunctions ● Punctuation Rules <p><u>Daily Language Workouts</u> - brief edit sessions for proofreading practice and review of rules.</p> <p><u>Collins method</u> of highlighting language mechanics errors in student writing so the student can make the corrections.</p> <p>*Topics are the same as Grade 6 curriculum but are covered in more depth.</p>
Other	Writing

<p><u>Oral Presentations</u></p> <ul style="list-style-type: none"> • The Gettysburg Address • Presentation of the research process and what was learned • Recitation of a speech from <i>Twelfth Night</i> 	<p>Theme essay (<i>The Outsiders</i> and <i>To Kill a Mockingbird</i>)</p> <p>Opinion essay about a literary character and using the text to support it</p> <p>Compare and contrast essay</p> <p>Grade 7 research project on the Civil War</p> <ul style="list-style-type: none"> • Formal outlining • Argumentation writing <p>Writing poetry - couplets in iambic pentameter</p> <p>Short responses to literary questions</p> <p>Fiction and nonfiction summaries</p>
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Grade 8

Objectives	BSS Difference
<p>To develop critical thinkers who can take a position and develop arguments that support the position</p> <p>To improve reading comprehension</p> <p>To develop critical-reading skills within the comprehension of fiction and nonfiction texts</p> <p>To expand knowledge of literary style and devices for the purpose of interpreting literature</p> <p>To develop writers who can express their ideas clearly and who approach writing confidently</p> <p>To build vocabulary and language mechanics expertise through explicit instruction</p>	<p>Emphasizing skill development so that students become independent learners and gain confidence in their ability to learn, read, and write</p> <p>Providing explicit instruction on how to study and how to organize assignments and materials</p> <p>Teaching students study techniques and helping them to recognize which techniques are effective and efficient for them</p> <p>Providing rich feedback from teacher and peers on written assignments through conferencing and comments in order to guide the revision step of the writing process</p> <p>Teaching explicitly the entire research process from plan to finished paper</p>

To develop study skills so every student understands how he/she learns effectively and efficiently

To use electronic resources to enhance learning

Literature	Informational Text
<p><u>Short Stories</u></p> <ul style="list-style-type: none">• “Thank You, M’am”• “Flowers for Algernon”• “Charles”• “The Drummer Boy of Shiloh”• “The Necklace”• “The Gift of the Magi”• Other stories from Prentice Hall Literature - Copper Level <p><u>Novels</u></p> <ul style="list-style-type: none">• <i>The Outsiders</i>• <i>The Five People You Meet In Heaven</i>• Leveled war novels• Leveled dystopia novels <p><u>Poetry</u></p> <p>Collections from:</p> <ul style="list-style-type: none">• Robert Frost• Walt Whitman• Edgar Allen Poe• Emily Dickenson	<ul style="list-style-type: none">• <u>Nonfiction selections from Prentice Hall Literature -Silver Level</u>• Articles from Commonlit.org and Newsela.com• Background information (articles) on the novels, short stories, and plays and their author.

<ul style="list-style-type: none"> ● Harlem Renaissance period poets ● Various contemporary and classical poets <p><u>Drama</u></p> <ul style="list-style-type: none"> ● <i>The Diary of Anne Frank</i> (drama adaptation in Prentice Hall Anthology) ● <i>A Midsummer Night's Dream</i> 	
Vocabulary Acquisition and Use	Language: Understand, Edit for Grammar, Usage
<p>Membean.com - vocabulary Vocabulary taken from literature</p>	<p><u>Loyola Exercises in English</u></p> <ul style="list-style-type: none"> ● Sentences - purpose, structure, and analysis (including diagramming) ● Nouns ● Verbs ● Pronouns ● Modifiers: adjectives and adverbs ● Phrases and clauses ● Punctuation Rules <p><u>Noredink.com</u> - individualized practice sessions and assessments in grammar, editing, and usage</p> <p><u>Daily Language Workouts</u> - brief edit sessions for proofreading practice and review of rules.</p>
Other	Writing

- Presentation skills
- Generating discussion questions
- Participating in discussion
- Understanding/reading media (commercials, social media, webpages, etc.)

- Emphasis on the process of composition including editing and revising
- Use of various graphic organizers to guide pre-writing
- Letter writing: personal and business
- Literary response and analysis incorporating text evidence from multiple sources
- Argument essay including counterclaim and counterpoints
- Persuasive essays
- Grade 8 research project paper
- Fiction and nonfiction narrative
- Exploration of poetry and prose by literary techniques