

Language Arts Curriculum Parent Guide

School: _____ Medway Middle School _____ Grade: 6 _____ Language Arts

Course Description:

The goal of the English Language Arts curriculum for the sixth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. The next MCAS Language Arts Test for these sixth graders will take place in the spring of their Seventh Grade. This means that they have 1 ½ years to prepare and improve their skills for that test. The Sixth Grade Language Arts Curriculum at the Middle School emphasizes this goal by addressing three major strands of language acquisition:

Language
Reading and Literature
Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units	Concepts
Language	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> A Apply understanding of agreed-upon rules and individual roles in order to make decisions b. Gather relevant information for a research project or composition through interviews c. Use teacher-developed assessment criteria to give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect d. Use teacher-developed assessment criteria to give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals and using language for dramatic effect e. Understand how to decode new vocabulary words (prefixes, suffixes, Greek and Latin roots, etc) f. Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses g. Identify the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection) h. Expand or reduce sentences (adding or deleting modifiers, combining sentences or correcting run-on sentences i. Identify verb phrases and verb tenses j. Recognize that a word performs different functions according to the position in the sentence k. Identify simple and compound sentences l. Identify correct mechanics (apostrophes, quotation marks, comma uses, capitalization), correct usage (subject verb agreement, homonyms), and correct sentence structure (elimination of sentence fragments and run-ons) m. Write stories using a mix of of formal and informal language n. Identify differences between oral and written language patterns
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. Identify and analyze the relevance of foreshadowing clues b. Identify and analyze sensory details and figurative language c. Identify and analyze the author’s use of dialogue and description d. Recognize organizational structures (chronological, logical, etc) e. Identify and analyze main ideas, supporting ideas and supporting details

	<ul style="list-style-type: none"> f. Relate a literary work to information about its setting g. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes h. Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated i. Identify and analyze the elements of setting, characterization, and plot (including conflict) j. Identify and use knowledge of common textual features (paragraphs, topic sentence, concluding sentences, glossary, index) k. Respond to and analyze the effects of sound, figurative language, rhythm, rhyme, similes, metaphors, and graphics (capital letters and line length in poetry) in order to uncover the meaning in poetry l. Identify the speaker of a poem or story m. Make judgments about setting, characters, and events and support them with evidence from the text n. Locate facts; distinguish cause from effect; distinguish fact from opinion or fiction o. Summarize main ideas and supporting details p. Relate literature to life experiences q. Compare traditional literature from different cultures (myths, traditional narratives, classical literature) r. Identify common structures (magic helper, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile in traditional literature) s. Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers) t. Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform u. Identify and analyze the similarities and differences between a narrative text and its film or play version
Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. Write imaginative/literary writing (stories, poems, plays) <p>Write informational/expository writing (summaries, interpretations/explanations of literature; personal narratives, formal letters, etc)</p> <ul style="list-style-type: none"> b. Write for different audiences and purposes (persuasive, comparison/contrast, etc) c. Revise writing to improve level of detail and word choice d. Improve word choice by using dictionaries and thesauruses e. Write legibly in cursive f. Use knowledge of correct spelling, mechanics (quotation marks, uses of comma, end marks, capitalization, etc), and usage (subject and verb agreement), and sentence structure (elimination of fragments and run-ons; use of simple and compound sentences) when writing and editing g. Decide on the placement of descriptive details about setting, characters, and events in stories h. Group related ideas and place them in logical order when writing summaries or reports i. Complete a research project

Suggestions for Parental Involvement

1. Encourage pleasure reading and make sure your child sees you reading often.
2. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!
3. Have your child read to his/her younger siblings or other family members.

4. Have your child research answers to some of the natural questions he/she poses.
5. Buy Harry Potter books and read them along with your children.
6. Encourage him/her to write sequels of books he/she has read.
7. Encourage the writing of stories and the telling and recording of them.
8. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.

School: _____ Medway Middle School _____ Grade: 6 _____ Language Arts

Course Description:

The goal of the English Language Arts curriculum for the sixth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. The next MCAS Language Arts Test for these sixth graders will take place in the spring of their Seventh Grade. This means that they have 1 ½ years to prepare and improve their skills for that test. The Sixth Grade Language Arts Curriculum at the Middle School emphasizes this goal by addressing three major strands of language acquisition:

Language
Reading and Literature
Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units

Concepts

Language	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Apply understanding of agreed-upon rules and individual roles in order to make decisions b. Gather relevant information for a research project or composition through interviews c. Use teacher-developed assessment criteria to give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect d. Use teacher-developed assessment criteria to give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals and using language for dramatic effect e. Understand how to decode new vocabulary words (prefixes, suffixes, Greek and Latin roots, etc) f. Determine pronunciations, meanings, alternate word choices, and parts of speech of words using dictionaries and thesauruses g. Identify the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection) h. Expand or reduce sentences (adding or deleting modifiers, combining sentences or correcting run-on sentences i. Identify verb phrases and verb tenses j. Recognize that a word performs different functions according to the position in the sentence k. Identify simple and compound sentences l. Identify correct mechanics (apostrophes, quotation marks, comma uses, capitalization), correct usage (subject verb agreement, homonyms), and correct sentence structure (elimination of sentence fragments and run-ons) m. Write stories using a mix of formal and informal language n. Identify differences between oral and written language patterns
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Identify and analyze the relevance of foreshadowing clues b. Identify and analyze sensory details and figurative language c. Identify and analyze the author’s use of dialogue and description d. Recognize organizational structures (chronological, logical, etc) e. Identify and analyze main ideas, supporting ideas and supporting details f. Relate a literary work to information about its setting g. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction, short story, dramatic literature) as forms with distinct characteristics and purposes

	<ul style="list-style-type: none"> h. Apply knowledge of the concept that theme refers to the main idea and meaning of a selection, whether it is implied or stated i. Identify and analyze the elements of setting, characterization, and plot (including conflict) j. Identify and use knowledge of common textual features (paragraphs, topic sentence, concluding sentences, glossary, index) k. Respond to and analyze the effects of sound, figurative language, rhythm, rhyme, similes, metaphors, and graphics (capital letters and line length in poetry) in order to uncover the meaning in poetry l. Identify the speaker of a poem or story m. Make judgments about setting, characters, and events and support them with evidence from the text n. Locate facts; distinguish cause from effect; distinguish fact from opinion or fiction o. Summarize main ideas and supporting details p. Relate literature to life experiences q. Compare traditional literature from different cultures (myths, traditional narratives, classical literature) r. Identify common structures (magic helper, rule of three, transformation) and stylistic elements (hyperbole, refrain, simile in traditional literature) s. Identify conventions in epic tales (extended simile, the quest, the hero's tasks, special weapons or clothing, helpers) t. Identify and analyze structural elements particular to dramatic literature (scenes, acts, cast of characters, stage directions) in the plays they read, view, write, and perform u. Identify and analyze the similarities and differences between a narrative text and its film or play version
Composition	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. Write imaginative/literary writing (stories, poems, plays) b. Write informational/expository writing (summaries, interpretations/explanations of literature; personal narratives, formal letters, etc) c. Write for different audiences and purposes (persuasive, comparison/contrast, etc) d. Revise writing to improve level of detail and word choice e. Improve word choice by using dictionaries and thesauruses f. Write legibly in cursive g. Use knowledge of correct spelling, mechanics (quotation marks, uses of comma, end marks, capitalization, etc), and usage (subject and verb agreement), and sentence structure (elimination of fragments and run-ons; use of simple and compound sentences) when writing and editing h. Decide on the placement of descriptive details about setting, characters, and events in stories i. Group related ideas and place them in logical order when writing summaries or reports j. Complete a research project

Suggestions for Parental Involvement

1. Encourage pleasure reading and make sure your child sees you reading often.
2. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!
3. Have your child read to his/her younger siblings or other family members.
4. Have your child research answers to some of the natural questions he/she poses.
5. Buy Harry Potter books and read them along with your children.
6. Encourage him/her to write sequels of books he/she has read.

7. Encourage the writing of stories and the telling and recording of them.
8. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.

School: _____ Medway Middle School _____ Grade: 7 _____ Language Arts

Course Description:

The goal of the English Language Arts curriculum for the seventh grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. Seventh graders are scheduled to take the MCAS Language Arts Composition Test on April 9, 2002 and the Language and Literature Test (Reading, and Writing) in May 2002. Consequently, the seventh grade is a significant year for assessing your child’s reading and writing development. The Seventh Grade Language Arts Curriculum at the Middle School emphasizes this goal by addressing three major strands of language acquisition:

Language
Reading and Literature
Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units	Concepts
Language	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules) b. Integrate relevant information gathered from group discussions and interviews for reports c. Present an organized interpretation of a literary work, film, or dramatic production d. Use appropriate techniques for oral persuasion e. Use teacher-developed assessment criteria to give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect f. Use teacher-developed assessment criteria to give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals and using language for dramatic effect g. Understand how to decode new vocabulary words (context clues, prefixes, suffixes, Greek and Latin roots, etc) h. Determine pronunciations, meanings, alternate word choices, and parts of speech or etymologies of words using dictionaries and thesauruses i. Understand how to decode new vocabulary words (prefixes, suffixes, Greek and Latin roots, etc) j. Review the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection) k. Recognize the basic patterns of English sentences l. Distinguish phrases from clauses m. Recognize the appropriate use of pronoun reference n. Recognize the makeup and function of prepositional phrases o. Identify simple, compound, and complex sentences p. Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers) q. Expand or reduce sentences (adding or deleting modifiers, combining sentences or correcting run-on sentences) r. Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English s. Analyze the language and styles of different characters in literary works t. Identify differences between oral and written language patterns
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Read and understand imaginative/literary texts by using knowledge of genre

	<p>characteristics to analyze the text, interpret mood and tone by giving supporting evidence from the text, interpret a character’s traits, emotions, or motivations and give supporting evidence from the text</p> <ul style="list-style-type: none"> b. Read and understand informational/expository texts by recognizing organizational structures and use of arguments for and against an issue, identify evidence used to support an argument, distinguish between the concepts of theme in a literary work and author’s purpose in an expository text c. Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting d. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction short story, dramatic literature) as forms chosen by an author to accomplish a purpose e. Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic f. Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict g. Understand the differences between nonfiction and fiction and the different skills required to comprehend the text h. Understand poetry by responding to and analyzing the effects of sound, figurative language (alliteration, onomatopoeia, internal rhyme, rhyme scheme, personification, hyperbole and graphics (capital letters and line length in poetry) in order to uncover the meaning in poetry i. Identify the speaker of a poem or story and how an author’s use of words creates tone and mood j. Make judgments about setting, characters, and events and support them with evidence from the text k. Summarize main ideas and supporting details l. Relate literature to life experiences m. Identify conventions in epic tales n. Identify and analyze similarities and differences in mythologies from different cultures o. Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed p. Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films
<p>Composition</p>	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. Write imaginative/literary writing (stories, poems, plays) b. Write informational/expository writing (summaries, interpretations/explanations of literature; personal narratives, formal letters, etc) c. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of details, and variety in sentence structure d. Select and use appropriate rhetorical techniques for a variety of purposes (persuasive, comparison/contrast, etc) e. Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of the writing f. Improve word choice by using a variety of references g. Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing h. Integrate the use of organizing techniques that bread up strict chronological order in a story i. Organize information into a coherent multi-paragraph essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion j. Organize ideas for writing comparison and contrast essays k. Write a report based on research that includes quotations, parenthetical documentation

	and a works cited page

Suggestions for Parental Involvement

1. Encourage pleasure reading and make sure your child sees you reading often.
2. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!.
3. Have your child research answers to some of the natural questions he/she poses.
4. Encourage him/her to write sequels of books he/she has read.
5. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.
6. Encourage the reading of classical literature
7. Visit art museums and help your son/daughter to make connections between art and literature.
 - a. Act as an editor and help your child to edit and revise his/her essays and reports

School: _____ Medway Middle School _____ Grade: 8 _____ Language Arts

Course Description:

The goal of the English Language Arts curriculum for the eighth grade is to teach and assess the learner’s ability to reason and use language purposefully as they comprehend, construct, and convey meaning. Eighth graders are scheduled to take the MCAS Language Arts Composition Test next when they are sophomores in high school. This means that they have 2 ½ years to improve their reading and writing skills. The Eighth Grade Language Arts Curriculum at the Middle School emphasizes this goal by addressing three major strands of language acquisition:

Language
Reading and Literature
Composition

These three strands were introduced and developed in the previous grades and continue to be addressed at every grade level.

Units

Concepts

Language	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Know and apply rules for formal discussions (classroom, parliamentary debate, town meeting rules) b. Integrate relevant information gathered from group discussions and interviews for reports c. Present an organized interpretation of a literary work, film, or dramatic production d. Use appropriate techniques for oral persuasion e. Use teacher-developed assessment criteria to give oral presentations for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals) and using language for dramatic effect f. Use teacher-developed assessment criteria to give oral presentations to different audiences for various purposes, showing appropriate changes in delivery (gestures, vocabulary, pace, visuals and using language for dramatic effect g. Understand how to decode new vocabulary words (context clues, prefixes, suffixes, Greek and Latin roots, etc) h. Determine pronunciations, meanings, alternate word choices, and parts of speech or etymologies of words using dictionaries and thesauruses i. Understand how to decode new vocabulary words (prefixes, suffixes, Greek and Latin roots, etc) j. Review the eight parts of speech (noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection) k. Recognize the basic patterns of English sentences l. Distinguish phrases from clauses m. Recognize the appropriate use of pronoun reference n. Recognize the makeup and function of prepositional phrases o. Identify simple, compound, and complex sentences p. Identify correct mechanics (comma after introductory structures), correct usage (pronoun reference), and correct sentence structure (complete sentences, properly placed modifiers) q. Expand or reduce sentences (adding or deleting modifiers, combining sentences or correcting run-on sentences r. Describe the origins and meanings of common words, as well as of foreign words or phrases used frequently in written English s. Analyze the language and styles of different characters in literary works t. Identify differences between oral and written language patterns
Reading and Literature	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ol style="list-style-type: none"> a. Read and understand imaginative/literary texts by using knowledge of genre characteristics to analyze the text, interpret mood and tone by giving supporting evidence from the text, interpret a character’s traits, emotions, or motivations and give supporting

	<p>evidence from the text</p> <ul style="list-style-type: none"> b. Read and understand informational/expository texts by recognizing organizational structures and use of arguments for and against an issue, identify evidence used to support an argument, distinguish between the concepts of theme in a literary work and author’s purpose in an expository text c. Relate a literary work to artifacts, artistic creations, or historical sites of the period of its setting d. Identify and analyze the characteristics of various genres (poetry, fiction, nonfiction short story, dramatic literature) as forms chosen by an author to accomplish a purpose e. Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic f. Locate and analyze elements of plot and characterization and then use an understanding of these elements to determine how qualities of the central characters influence the resolution of the conflict g. Understand the differences between nonfiction and fiction and the different skills required to comprehend the text h. Understand poetry by responding to and analyzing the effects of sound, figurative language (alliteration, onomatopoeia, internal rhyme, rhyme scheme, personification, hyperbole and graphics (capital letters and line length in poetry) in order to uncover the meaning in poetry i. Identify the speaker of a poem or story and how an author’s use of words creates tone and mood j. Make judgments about setting, characters, and events and support them with evidence from the text k. Summarize main ideas and supporting details l. Relate literature to life experiences m. Identify conventions in epic tales n. Identify and analyze similarities and differences in mythologies from different cultures o. Identify and analyze elements of setting, plot, and characterization in the plays that are read, viewed, written, and/or performed p. Identify and analyze the similarities and differences in the presentation of setting, character, and plot in texts, plays, and films
<p>Composition</p>	<p>In addition to continuing to address earlier standards, the student will be able to:</p> <ul style="list-style-type: none"> a. Write imaginative/literary writing (stories, poems, plays) b. Write informational/expository writing (summaries, interpretations/explanations of literature; personal narratives, formal letters, etc) c. Write multi-paragraph compositions that have clear topic development, logical organization, effective use of details, and variety in sentence structure d. Select and use appropriate rhetorical techniques for a variety of purposes (persuasive, comparison/contrast, etc) e. Revise writing to improve organization and diction after checking the logic underlying the order of ideas, the precision of vocabulary used, and the economy of the writing f. Improve word choice by using a variety of references g. Use knowledge of types of sentences (simple, compound, complex), correct mechanics (comma after introductory structures), correct usage (pronoun reference), sentence structure (complete sentences, properly placed modifiers), and standard English spelling when writing and editing h. Integrate the use of organizing techniques that break up strict chronological order in a story i. Organize information into a coherent multi-paragraph essay or report with a thesis statement in the introduction, transition sentences to link paragraphs, and a conclusion j. Organize ideas for writing comparison and contrast essays k. Write a report based on research that includes quotations, parenthetical documentation and a works cited page

Suggestions for Parental Involvement

1. Encourage pleasure reading and make sure your child sees you reading often.
2. Set aside time and space for homework assignments. Sometimes, the kitchen table is the best place in the house and the most popular because someone is usually there to answer questions!
3. Have your child research answers to some of the natural questions he/she poses.
4. Encourage him/her to write sequels of books he/she has read.
5. Encourage the use of the computer for the primary purpose of writing emails, essays, and research activities.
6. Encourage the reading of classical literature
7. Visit art museums and help your son/daughter to make connections between art and literature.
8. Act as an editor and help your child to edit and revise his/her essays and reports

