

## All Saints S.T.E.A.M. Academy - Middle School Language Arts Curriculum Map

	<b>Grade 6 Language Arts</b>
Blended Learning	IXL, Scratch: Sequencing, Dialogue, Characterization, Theme Development, 3-d printer, vinyl cutter, word processing, Office Suite, ReadWriteThink word matrix, STAR Assessment
Trimester 1	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>· 6+1 Traits in Literature</li> <li>· Review Book Reports: Students identify Traits of Writing in Literature through use of Summer Reading selections. Students will apply editing skills to compositions.</li> <li>· Types of Non-Fiction: Identify elements of nonfiction, recognize details that indicate author’s purpose, identify main idea, distinguish between important and unimportant details</li> <li>· Thieves: Preview to activate prior knowledge and set purpose for nonfiction reading. THIEVES is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· 6+1 Traits in Writing: Ideas, Organization, Fluency, Word Choice, Conventions, Voice, Presentation</li> <li>· Paragraphs/Composition</li> <li>· Elements of TRIC: Topic, Restatement, Illustrations, Conclusion:               <ul style="list-style-type: none"> <li>· Review Basic Parts of Speech: Recognize &amp; apply noun, verb ,adjective, adverb as determined by Diagnostic Test</li> </ul> </li> <li>· Writing Research Paper: MLA format, Identify primary &amp; secondary sources, Create source cards, Paraphrase information, Create note cards Develop thesis, Create outline, Develop conclusion</li> <li>· Letter Writing: Parts of a letter</li> <li>· Response to a Prompt: MLK Essay</li> </ul> <p><b>Vocabulary</b> · Chapters 1-4 Acquire and use grade appropriate academic and domain-specific words and phrases</p>

<p>Trimester 2</p>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>· Short Story: Use details to make inferences. Use prior knowledge to draw conclusions. Analyze literary elements such as characterization, conflict, theme, setting. Use details to make inferences. Use prior knowledge to draw conclusions.</li> <li>· Themes in Folk Literature/Drama: Recognize and appreciate folk literature. Analyze literary elements such as fables and folktales, myths, personification, universal theme</li> <li>· Poetry: Identify and analyze characteristics, elements, and forms of poetry to include rhythm and rhyme, figurative language and sound devices.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· Response to Literature: Develop interpretation, organize interpretation around clear ideas, develop and justify interpretation through examples/ contextual evidence</li> <li>· Persuasive Writing: CSW Speech</li> <li>· Poetry Writing/Description: Compose poetry that consider audience and purpose, use sensory details to elaborate.</li> </ul> <p><b>Vocabulary</b> - Chapters 5-8 Acquire and use grade appropriate academic and domain-specific words and phrases</p>
<p>Trimester 3</p>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>· Novel: Identify major/minor characters, internal/external conflict, plot, character motives, setting. Trace character actions, character traits, theme. Recognize figurative language and its effect on literary piece</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· Narrative Writing: Write narratives which establish and develop plot, setting and point of view. Include sensory details and concrete language to develop plot, setting &amp; characters. Use range of narrative devices (dialogue &amp; suspense)</li> <li>· Extemporaneous Writing: Apply writing fundamentals of development, revision, editing strategies without advance preparation</li> </ul> <p><b>Vocabulary</b> – Chapters 9-12 Acquire and use grade appropriate academic and domain-specific words and phrases</p>

## All Saints S.T.E.A.M. Academy - Middle School Language Arts Curriculum Map

	<b>Grade 7 Language Arts</b>
Blended Learning	<p><b>Software</b> - IXL ·Scratch: Story Writing - Sequencing, Dialogue, Characterization, Theme Development, Animation ·Office Suite· ReadWriteThink word matrix ·STAR Assessment</p> <p><b>Hardware</b> 3-d printer· vinyl cutter</p>
Trimester 1	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>·6+1 Traits of Literature</li> <li>· Review Book Reports: Students identify Traits of Writing in Literature through use of Summer Reading selections. Students will apply editing skills to compositions.</li> <li>· Types of Non-Fiction: Understand and analyze the differences in structure and purpose between various categories of informational materials. Analyze text that uses cause-and-effect organizational pattern. Identify and trace the development of an author’s argument, point of view, or perspective in text. Assess the adequacy, accuracy, and appropriateness of the author’s evidence to support claims.</li> <li>· Drama: Recognize and appreciate drama as a literary genre. Apply reading skills (i.e. setting a purpose, preview a text, adjust reading rate, summary). Analyze literary elements (i.e. dialogue and staging, character’s motives)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· 6+1 Traits of Writing: Ideas, Organization, Fluency, Word Choice, Conventions, Voice, Presentation</li> <li>· Paragraphs/ Composition/Elements of TRIC: Topic, Restatement, Illustrations, Conclusion</li> <li>· Writing Research Paper: Identify primary &amp; secondary sources, Create source cards, Paraphrase information, Create note cards, Develop thesis, Create outline, Develop conclusion, MLA format</li> <li>· Compare and Contrast Paper: Analyze purpose of writing (persuade, instruct, entertain) Use block or point by point method to provide comparison/contrast</li> <li>· Response to Prompt: MLK Essay</li> </ul> <p><b>Vocabulary</b> · Chapters 1-4 Acquire and use grade appropriate academic and domain-specific words and phrases</p>

<p>Trimester 2</p>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>· Short Story: Use prior knowledge to make predictions. Read ahead to verify predictions. Use details to develop inferences. Read between the lines. Analyze literary elements such as plot character, conflict, theme</li> <li>· Themes in the Oral Tradition: Recognize and appreciate folk literature. Analyze literary elements such as legend, myth, cultural context, folk tales</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· Narrative Writing: Write fictional or autobiographical narrative. Develop standard plot line and point of view. Develop complex major and minor characters and definite setting. Use range of strategies (i.e. dialogue, suspense, gestures, expressions)</li> </ul> <p><b>Vocabulary</b> - Chapters 5-8 Acquire and use grade appropriate academic and domain-specific words and phrases</p>
<p>Trimester 3</p>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>·Poetry: Identify and analyze characteristics, elements, and forms of poetry to include rhythm and rhyme, figurative language and sound devices. Discuss denotation and connotation Apply reading skills (i.e. draw conclusions, paraphrase)</li> <li>·Novel: Identify events that advance the plot and determine how each event explains past or present actions or foreshadows future actions. Analyze development of character through words, speech patterns, actions of character and others. Identify and analyze recurring themes. Contrast points of view and how they affect the overall theme of the work.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>·Response to Literature: Develop interpretation, organize interpretation around clear ideas, develop and justify interpretation through examples/ contextual evidence</li> <li>· Extemporaneous Writing: Apply writing fundamentals of development, revision, editing strategies without advance preparation</li> </ul> <p><b>Vocabulary</b> – Chapters 9-12 Acquire and use grade appropriate academic and domain-specific words and phrases</p>

## All Saints S.T.E.A.M. Academy - Middle School Language Arts Curriculum Map

	<b>Grade 8 Language Arts</b>
Blended Learning	<p><b>Software</b> - IXL ·Scratch: Story Writing - Sequencing, Dialogue, Characterization, Theme Development, Animation ·Office Suite· ReadWriteThink word matrix·STAR Assessment</p> <p><b>Hardware</b> 3-d printer· vinyl cutter</p>
Trimester 1	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>· 6+1 Traits in Literature</li> <li>· Review Book Reports: Students review book reports and apply editing skills to compositions.</li> <li>· Short Stories/Author Study: Identify literary devices that define writer’s style and interpret elements. Explain how tone of work, author’s language, characterization, or theme reflect attitude of author. Evaluate structural elements of plot. Compare/contrast motivations and reactions of character</li> <li>·SSAT/HSPT Standardized Test Practice to include Test Taking Strategies for Reading Comprehension, Verbal, and Essay Writing (Kaplan )</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· 6+1 Traits of Writing: Ideas, Organization, Fluency, Word Choice, Conventions, Voice, Presentation</li> <li>· Paragraphs/ Composition/Elements of TRIC: Topic, Restatement, Illustrations, Conclusion</li> <li>· Writing Research Paper: Identify primary &amp; secondary sources, Create source cards, Paraphrase information, Create note cards, Develop thesis, Create outline, Develop conclusion, MLA format</li> <li>· Compare and Contrast Paper: Analyze purpose of writing (persuade, instruct, entertain) Use block or point by point method to provide comparison/contrast</li> <li>· Response to Prompt: MLK Essay</li> </ul> <p><b>Vocabulary</b> · Chapters 1-4 Acquire and use grade appropriate academic and domain-specific words and phrases</p>

<p>Trimester 2</p>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>· Novel: Use details to make inferences. Use prior knowledge to draw conclusions. Analyze literary elements such as characterization, conflict, theme, setting.</li> <li>· Poetry: Determine and articulate the relationship among the purpose and characteristics of various forms of poetry (ballad, lyric, narrative, epic, sonnet)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· Narrative Writing: Write narratives which establish and develop plot, setting and point of view. Include sensory details and concrete language to develop plot, setting &amp; characters. Use range of narrative devices (dialogue &amp; suspense).</li> <li>· Response to Prompt: MLK/Ghandi Essay</li> <li>· Poetry Writing: Compose poetry that considers audience and purpose, use sensory details to elaborate</li> </ul> <p><b>Vocabulary</b> - Chapters 5-8 Acquire and use grade appropriate academic and domain-specific words and phrases</p>
<p>Trimester 3</p>	<p><b>Literature</b></p> <ul style="list-style-type: none"> <li>· Drama/ Shakespeare: Recognize elements of tragedy. Analyze a play’s main theme. Analyze a dramatic character. Identify terms related to genre.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>· Response to Literature: Evaluate structural elements of plot. Compare/contrast motivations and reactions of characters. Determine mood, tone, meaning in the text. Identify literary devices that define writer’s style and interpret elements.</li> <li>· Author/Writer Style: Identify significant literary devices that define writer’s style and use those elements to interpret work. Explain how tone of work, author’s language, characterization, or theme reflect attitude of author.</li> <li>· Extemporaneous Writing: Apply writing fundamentals of development, revision, editing strategies without advance preparation</li> </ul> <p><b>Vocabulary</b> – Chapters 9-12 Acquire and use grade appropriate academic and domain-specific words and phrases</p>